

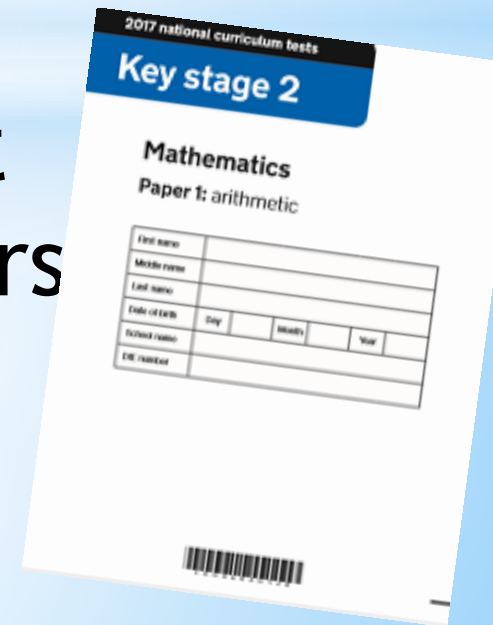
Welcome to our Y6 SATs

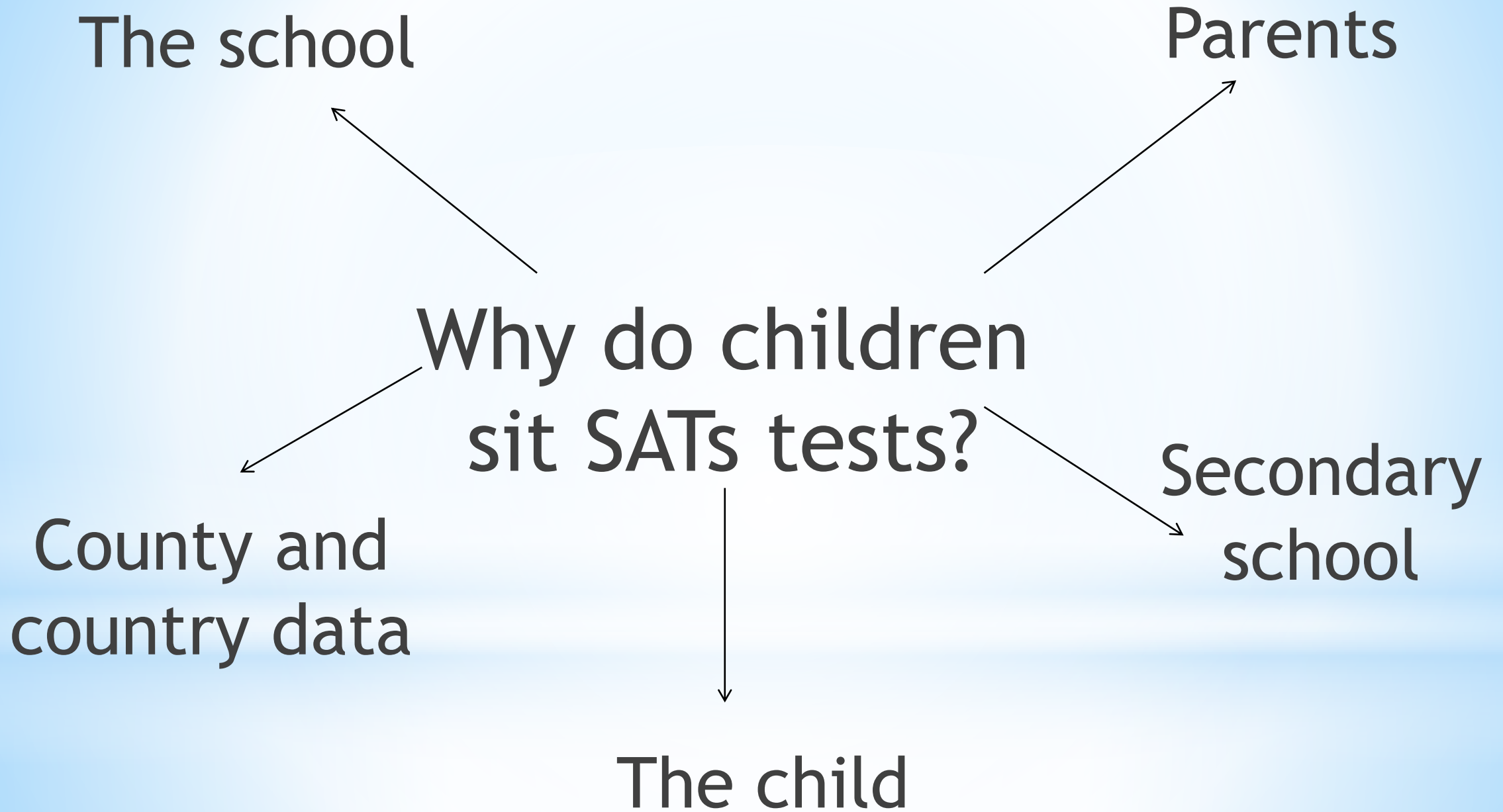
(Standard Assessment Tests)

Information evening!

While you wait, have a look through:

Reading Booklet and Answer Booklet
Maths Arithmetic and Reasoning papers
Grammar paper





Preparation and Support

- Their education throughout the whole of school
- Revising & consolidating the curriculum in Year 6
- Re-visiting learning often (Morning Challenge, Early Morning Work)
- SATs style homework tasks
- Practice papers (formal and informal)
- Interventions and booster groups
- Official Mock SATs week March/April time
- Keep track of progress to inform parents and to adapt our teaching
- Gathering evidence to determine which children may require extra provision e.g. an adult to read questions to them in maths, extra time etc.

2020 KS2 SATs Dates

Date	Exam
Monday 11 May 2020	Spelling, Punctuation & Grammar - Paper 1 Spelling, Punctuation & Grammar - Paper 2
Tuesday 12 May 2020	English Reading
Wednesday 13 May 2020	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 14 May 2020	Maths Paper 3 (Reasoning)

All exams are in the morning and there are none on Friday. Please avoid booking holiday during this time, or the lead up to SATs. They will need to be in school promptly or can attend a breakfast club.

Reading

- 1 hour to complete the test
- 3 texts, usually a range of fiction and non-fiction
- A set of questions (usually around 12) about each text
- A range of questions - find and copy words, tick response, ordering answers, short and long responses
- Not a memory test - the children can refer to the questions as much as they want!
- Focus on understanding language, comprehension and vocabulary
- Scored out of 50 - 1, 2 and 3 mark questions

Hearing your child read

Consider the type of questions you are asking your child when they are reading. Jot down three questions which you could ask.

“What does that word mean? Can you think of another word which means something similar?”

“How was the character feeling when...? How do you know? What evidence is there in the text?”

Retrieving Information - 28%

22

Look at the section headed: *Frequently asked questions*.

How long did the fastest swim across the Channel take?

1 mark

16

What event made Matthew Webb want to swim the English Channel?

1 mark

Vocabulary/ Understanding Language - 20%

1

A Siamese cat **crouched** on a tree branch, peering down at Gaby with brilliant blue eyes.

Which word is closest in meaning to *crouched*?

Tick one.

balanced

squatted

trembled

pounced

1 mark

17

Look at the paragraph beginning: *Twenty-seven-year-old Webb...*

Find and copy one word from this paragraph that is closest in meaning to 'motivated'.

1 mark

11

She resettled on the branch, considering her options.

What does *considering her options* mean in this sentence?

Tick one.

thinking about what to do

changing her mind

looking at it from the cat's point of view

wishing her mother was there

1 mark

Comprehension/ inference/ deduction - 44%

26 David Williams was determined to be successful in his attempt to swim the English Channel.

Give **one** piece of evidence from the text which shows this.

1

36 Look at the paragraph beginning: *Carefully, Michael leaned...*

What does this paragraph tell you about Michael's character?

Explain **two** features of his character, using evidence from the text to support your answer.

3 marks

Look at the paragraph beginning: *Well, she'd just have to not fall...*

The cat was too shiny. Too chubby.

What conclusion does Gaby draw from this?

1 mark

Spelling, Punctuation and Grammar (SPaG)

- Comprised of 2 tests - combined score
- Test 1 (45 minutes) measures their punctuation, spelling and grammar skills: terminology, word class, sentence types and structures
- Test 2 measures their ability to spell words using a variety of rules

Antonym
opposite words
- dark and light
- strong and weak

Word Families
group of words that can be built from the same root word
- friend, friendly, friendship

Singular & Plural Nouns
Singular nouns indicate there is one
- boat, house, cat
Plural nouns ends in vowel + o -> add s
- cat -> cats

consonant + of ends in sh, ch, x, s, z
-> add es
- church -> churches
ends in consonant + y
-> change y to i, add es
- baby -> babies
ends vowel + y -> add s
- toy -> toys
ends in t, fe -> change f to v, add es
- leaf -> leaves

Formal/Standard
type of English you should use in your written work
- Have you seen Tom?

Non-standard
informal use of language
- We ain't seen him.

Prefix
add to the beginning of the word to make a new word
- trans- (means 'across', 'beyond') + form = transform

Synonym
words that mean the same
- dirty and unclean
- sad and unhappy

Homophones
words that sound the same, but don't mean the same thing
- to, too, two

Vowels
a, e, i, o, u
Consonants all other letters

Suffix
add to the end of the word to make a new word
- agree + -able (means 'capable of') = agreeable

Clauses
a group of words that contains a verb, part of a sentence
Main clause
simple sentence that contains subject and verb and makes sense on its own
- I like dogs.
Subordinate clause (or phrase)
simple sentence which does not make sense on its own
- I was born in New York, which is where my parents live.
Relative clause
type of subordinate clause that describes noun
- who, which, that
- She lives in Paris, which (relative pronoun) is the capital of France. (relative clause).

Commas, Hyphens, Bullet Points
used to show pauses, make lists, and add extra bits of information in the middle of the sentences.
Speech
Indirect
repeating what someone said, do not need to use speech marks
- Peter said he did not want to go to school.
Direct
write down exactly what the person is saying; use inverted commas ("speech marks")
- "I don't want to go to school," said Peter.

Apostrophes
Possessive
uses apostrophe (') to show possession (one thing belongs to another)
- The bone of the dog -> the dog's bone
Omission
uses apostrophe (') to show you have omitted (left out) some letters in a word
- You have -> you've

Capital
uppercase letters
?! sentence endings

Phrases
group of words which doesn't have a verb, subject or both.
- The young man
Noun Phrases
starts with noun
- The old city
Adjective Phrase
starts with adjective
- happy at his results
Preposition Phrase
starts with preposition
- under the weather

Conjunctions
Co-ordinating conjunctions
for, and, nor, but, or, yet, so (FANBOYS)
- He likes dogs and she likes cats.
Subordinating conjunctions
when, if, that, because
- I do not like dogs because they are loud.

() Brackets, ... Ellipses, - Dashes
ways of ending and removing extra information in a sentence
- I had a bowl of soup (I usually have rice) for dinner.

Command
when you are telling someone to do something; usually starts with a verb (doing word)
- Give the present to your friend.

Semicolons, Colons
Semicolons
used to divide complicated sentences
- It was very late; everyone was still not home.
Colons
used at the start of lists; used in between clauses in a sentence
- Bring these things to the picnic: cutlery, plates, and food.

Connective
word or phrase that links clauses or sentences
- also, besides, however

Subjunctive Forms
subjunctive shows something imagined, wished or possible, also used in commands, wishes and requests
- If I were stronger, I would lift that box.

? Question
uses question mark to ask a question
- How many friends do you have?

Statement
simply tells the reader something
- I have many friends.

! Exclamation
uses exclamation mark to show sentence is saying something surprising or with force
- That dog is dirty!

Types of Sentences
Simple
has one clause
- Mrs Jones is a great teacher.
Compound
has 2 clauses linked together with a connective
- Mrs Jones is a great teacher and she is always helpful.
Complex
has a main clause, connective and subordinate clause
- Mrs Jones, who is a great teacher, always has a smile on her face.

Simple Present
something which happens regularly
- I walk to school.
Modal Verbs
verb used to show the level of possibility, indicate ability, show obligation, give permission
will, may, must
- We will have a sandwich for lunch.
- You must take the test tomorrow.

Simple Past
something that's finished
- I walked to school this morning.

Noun
names, person, place, or thing
Common
- hand, table, dog
Proper
- Sarah, London
Collective
- team, family, herd
Abstract
- love, peace, hate

Object
who is the action done to or for?
- Andee (subject) spoke to (verb) Jorge (object).

Subject
the thing or person who is carrying out an action
- play, work, study

Present & Past Progressive
Present progressive
- She is reading the book.
Past Progressive
- He was reading the book when I arrived.

Present & Past Perfect
Present perfect form
use have/has
- I have read 'The Three Little Pigs'.
Past perfect form
use had
- He had left the room.

Pronoun
takes the place of a noun
Personal
- I, you, she, him, we, us, they, them
Relative
- that, which, who, whom, whose
Possessive
- my, mine, you, his, her, their, theirs

Verb
a doing or action word
- play, work, study
Adjective
describes a noun
- a friendly tiny dog

Determiners
words that introduce nouns
Article
tells you whether noun is specific (the) or general (a or an)
- She took a small suitcase.
- She took the small suitcase.

Active & Passive Verbs
Active
verb where the subject does the action
- The boy hugged the teddy bear. The boy does the action.
Passive
verb where the subject of the sentence has the action done to it
- The teddy bear was hugged by the boy. The bear receives the action.

Preposition
where or when something is in relation to something else
- after, above, on, under
- The dog was under the table.
- After the exam, Lucy was happy.

Adverbial Phrase
an adverbial phrase is when more than one word does the adverb's job
- The hurricane struck the island whilst we were asleep.

Adverbs
adverbs give additional information about the time, place or manner of the verb or sentence.
many adjectives can be turned into adverbs by adding -ly to the end
- proud -> proudly, kind -> kindly, slow -> slowly

- Vocabulary & Spelling
- Standard English
- Punctuation
- Linking Words
- Sentences
- Grammar
- Verb Forms & Tenses

Insert a **semi-colon** in the correct place in the sentence below.

Come and see me tomorrow I will not have time to see you today.

Which **verb form** completes the sentence?

After Disha _____ her medal, she gave a television interview.

Tick **one**.

is collecting

had collected

has collected

was collecting

What is the **word class** of the underlined word in the sentence below?

The alarm rang and Jamal immediately jumped out of bed.

Tick **one**.

conjunction

adverb

verb

determiner

Complete the sentence with an appropriate **subordinating conjunction**.

Tracey decided to walk _____ it was a lovely day.

1	likely	1	S43 the suffix <i>-ly</i>
2	straight	1	S60 words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
3	sensation	1	S42 the suffix <i>-ation</i>
4	nervous	1	S46 the suffix <i>-ous</i>
5	crumb	1	S60 words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
6	probable	1	S56 words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>
7	inspiring	1	S38 adding suffixes beginning with vowel letters to words of more than one syllable
8	substance	1	S55 words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
9	operation	1	S47 endings that sound like /jən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
10	toughest	1	S59 words containing the letter string <i>ough</i>

11	bruise	1	S60 words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
12	sensibly	1	S56 words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>
13	violence	1	S55 words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
14	disobeyed	1	S38 adding suffixes beginning with vowel letters to words of more than one syllable
15	thorough	1	S40 the /ʌ/ sound spelt <i>ou</i>
16	monarch	1	S48 words with the /k/ sound spelt <i>ch</i>
17	sympathetic	1	S39 the /v/ sound spelt <i>y</i> other than at the end of words
18	originally	1	S43 the suffix <i>-ly</i>
19	percussion	1	S47 endings that sound like /jən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
20	coarse	1	S61 homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)

Mathematics

- Comprised of 3 tests
- Test 1 (30 minutes) Arithmetic

Not in context and a focus on number, fraction and percentages.

Encourage the children to use efficient methods

- Test 2 and 3 (each 40 minutes) Reasoning

Questions are in context or require a deeper level of understanding than just procedural mathematics. Number geometry, coordinates, fractions, decimals and percentages, angles, algebra are covered

$505 \div 1 =$

1 mark

$\frac{3}{4} - \frac{3}{8} =$

1 mark

$30 \times 40 =$

1 mark

$$\begin{array}{r} 4781 \\ \times \quad 23 \\ \hline \end{array}$$

2 marks



Write the correct symbol in each box to make the statements correct.

11×12 15×10

$90 \div 30$ $60 \div 20$

$120 \div 4$ $160 \div 8$

30×8 100×10

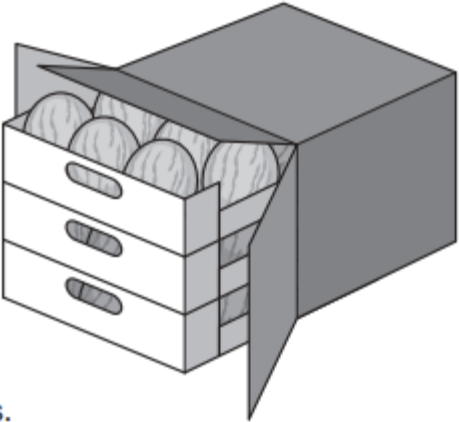
2 marks

15

A box contains trays of melons.

There are 15 melons in a tray.

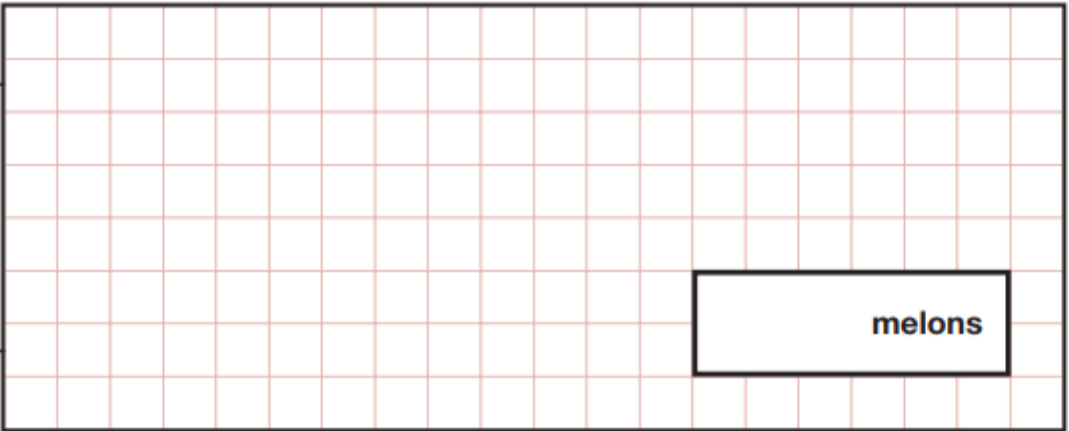
There are 3 trays in a box.



A supermarket sells **40** boxes of melons.

How many melons does the supermarket sell?

Show
your
method



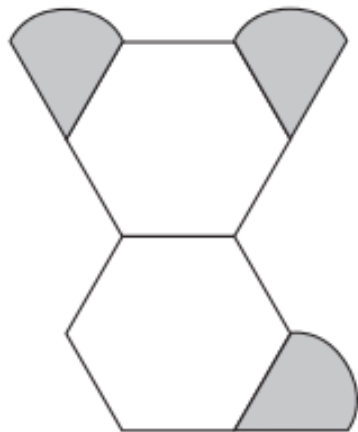
A large rectangular grid with red lines on a white background, intended for showing the calculation method. The grid is 12 units wide and 10 units high. A small rectangular box containing the word "melons" is placed within the grid, approximately 6 units from the left and 3 units from the bottom.

2 marks

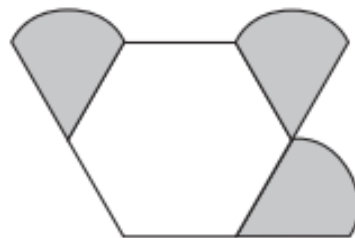
21

Amina is making designs with two different shapes.

She gives each shape a value.



Total value is 147



Total value is 111

Calculate the value of each shape.



=

1 mark



=

1 mark

4

Write the three missing digits to make this **addition** correct.

$$\begin{array}{r} \boxed{5} \boxed{3} \boxed{2} \boxed{} \boxed{9} \\ + \quad \boxed{7} \boxed{4} \boxed{2} \boxed{} \\ \hline \boxed{} \boxed{0} \boxed{6} \boxed{7} \boxed{6} \end{array}$$

2 marks

6

This chart shows the number of different types of big cat in a zoo.

There are **20** big cats in the zoo altogether.



Here are some statements about the chart.

Tick the statements that are **true**.

There are more cheetahs than jaguars.

The total number of lions and tigers is 10

One-quarter of the big cats are cheetahs.

There are more than 5 jaguars.

2 marks

How well did my child do?

The Test

- A raw score (number of correct answers)

Scaled score

- Once all children's results are in nationally, their raw score is converted into a scaled score.

What's reported?

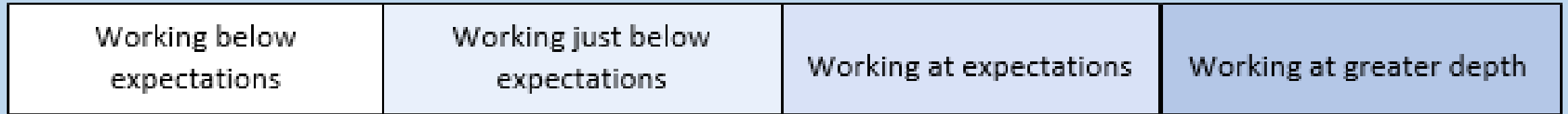
- Your child's SATs raw score, scaled score, school and national average scaled score and teacher assessment for science and writing.

Scaled Score

Child A
Raw score 17/50
Standardised score of 93
Has not yet met the expected standard

Child B
Raw score 26/50
Standardised score of 100
Met the expected standard

Child C
Raw score 42/50
Standardised score of 114
110 or over is classed as
'Greater Depth'



80

100

120

Meeting the expected standard indicates that the child is in a good academic position to access the KS3 curriculum as their KS2 curriculum knowledge and understanding is at a good standard.

Of course, some children will not meet the expected standard so we will endeavour to get them as close to this as possible as we will focus on their progress.

End of Year Report


SATs Test Results

		Your Child's Scaled Score	St Mark's Average Scaled Score	National Average Scaled Score
English Reading	Total Score: 41/50	110	105	104
English Grammar	Total Score: 58/70			
<i>Grammar: 40/50</i>	<i>Spelling: 18/20</i>	112	108	106
Mathematics	Total Score: 83/110			
<i>Arithmetic: 32/40</i>		106	105	105
<i>Reasoning1: 23/35</i>	<i>Reasoning2: 28/35</i>			

End of Year Report

Teacher Assessment

English Writing	Working at greater depth
Science	Working at expected standard



As well as the SATS test results, each child is given a teacher assessment in writing and science, which shows the level that they are working at in school each day.

For Science, only “Has not yet met expected standard” or “Working at expected standard” is reported.

Home support to prepare for SATs

- Hearing them read (with effective questioning!)
 - Support them with homework
 - Encourage them to join homework club
- Direct them to useful websites (Rockstars, topmarks)
 - Bring learning into everyday life
 - Get them to test you!
- Help them to become resilient, growth mindset learners

We want these exams to be as relaxed and as stress-free as possible! Emphasis will be on effort and progress rather than attainment 😊

Feel free to ask us questions and have a look through some previous SATs papers