

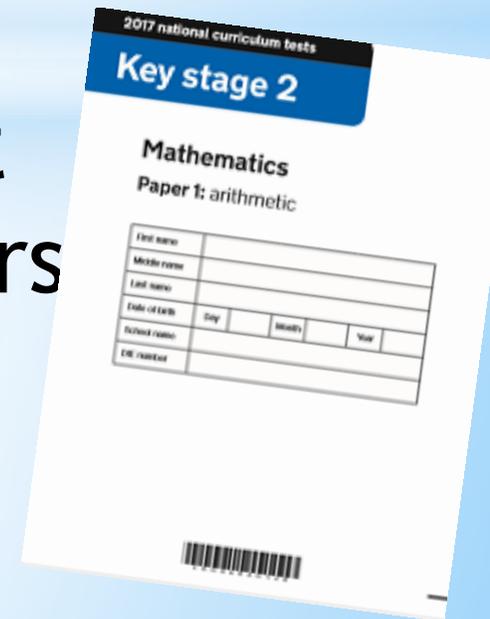
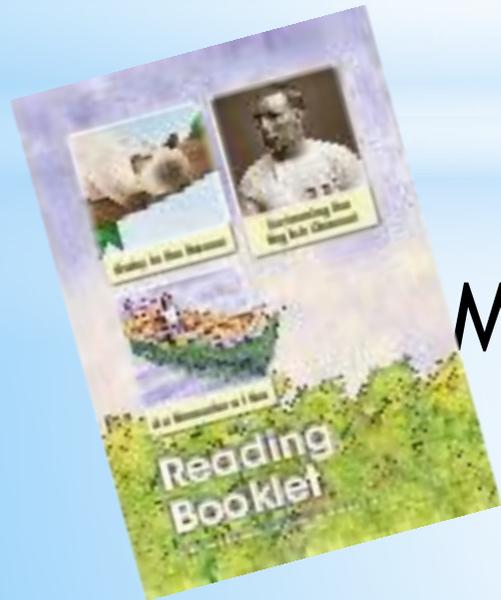
# Welcome to our Y6 SATs

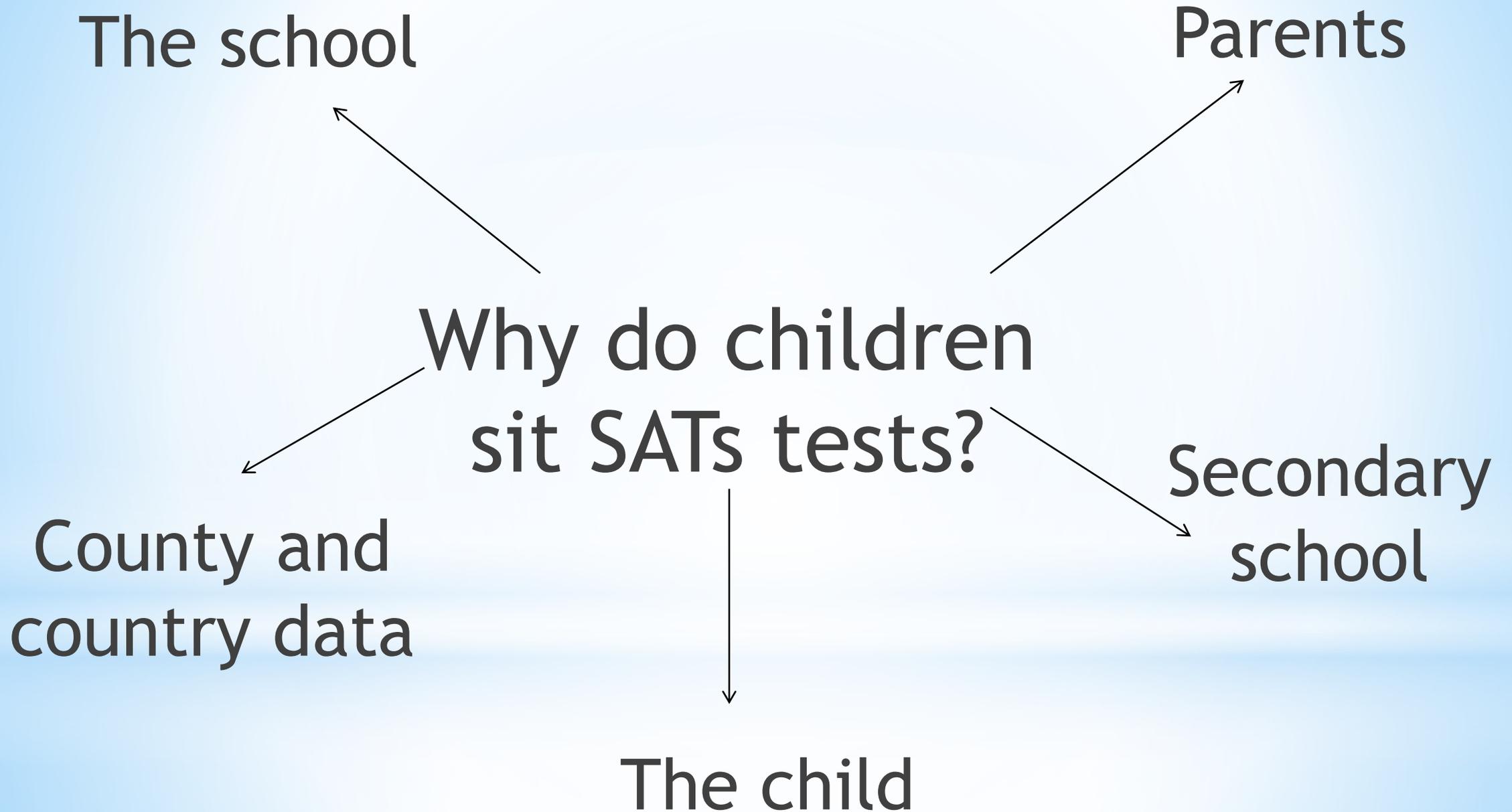
(Standard Assessment Tests)

## 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?

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1 mark

16

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

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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.

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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.

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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?

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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.

**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

**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.

**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

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

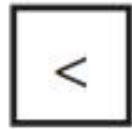
1 mark

$30 \times 40 =$

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.

$11 \times 12$    $15 \times 10$

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

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

$30 \times 8$    $100 \times 10$

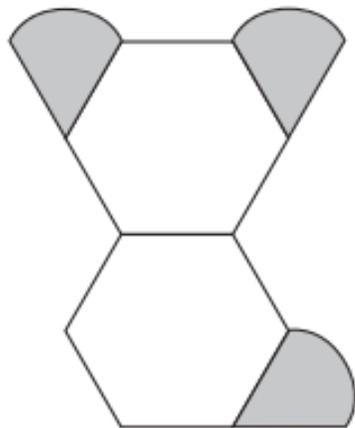
2 marks



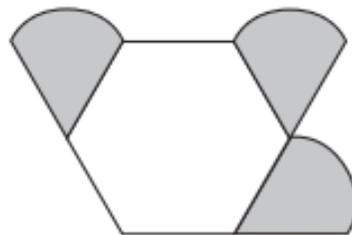
21

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.

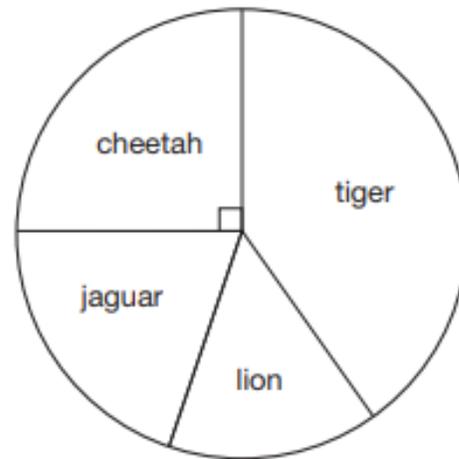
$$\begin{array}{r} \boxed{5} \boxed{3} \boxed{2} \boxed{\phantom{0}} \boxed{9} \\ + \quad \boxed{7} \boxed{4} \boxed{2} \boxed{\phantom{0}} \\ \hline \boxed{\phantom{0}} \boxed{0} \boxed{6} \boxed{7} \boxed{6} \end{array}$$

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.



# End of Year Report

## SATs Test Results

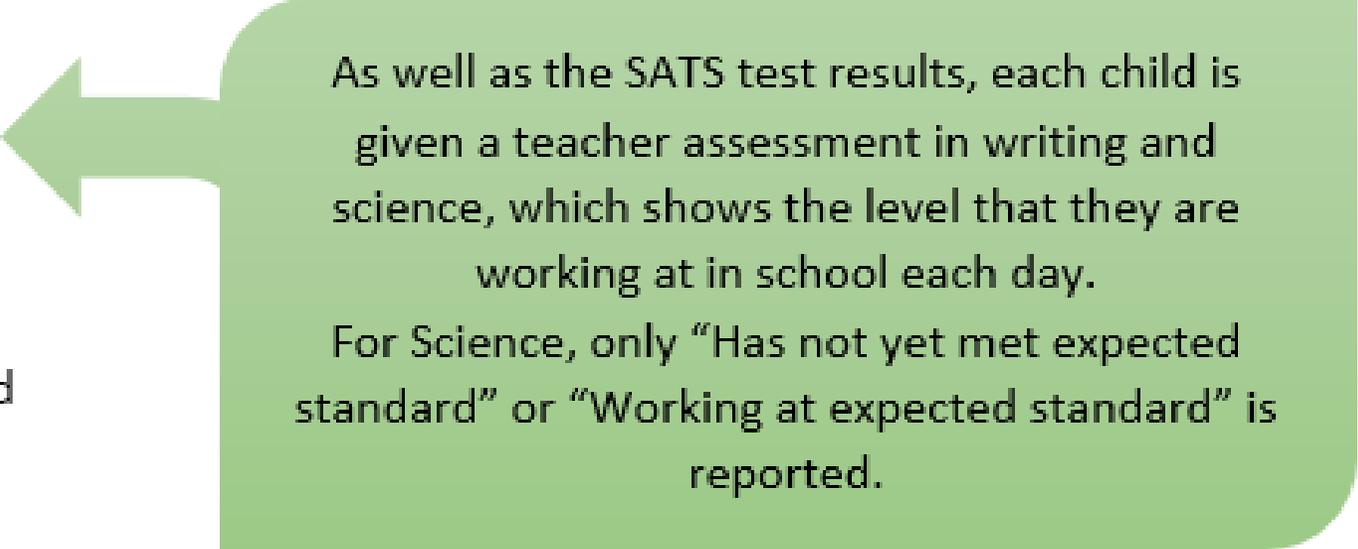
		Your Child's Scaled Score	St Mark's Average Scaled Score	National Average Scaled Score
<b>English Reading</b>	<b>Total Score: 41/50</b>	110	105	104
<b>English Grammar</b>	<b>Total Score: 58/70</b>			
<i>Grammar: 40/50</i>	<i>Spelling: 18/20</i>	112	108	106
<b>Mathematics</b>	<b>Total Score: 83/110</b>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