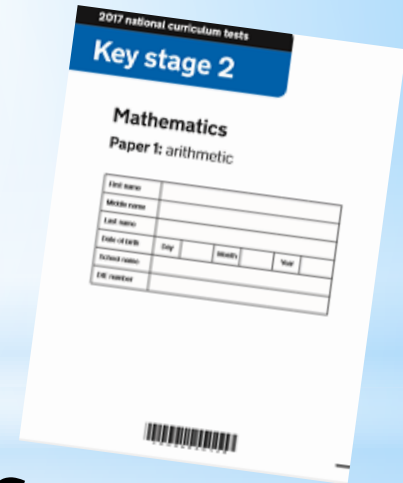
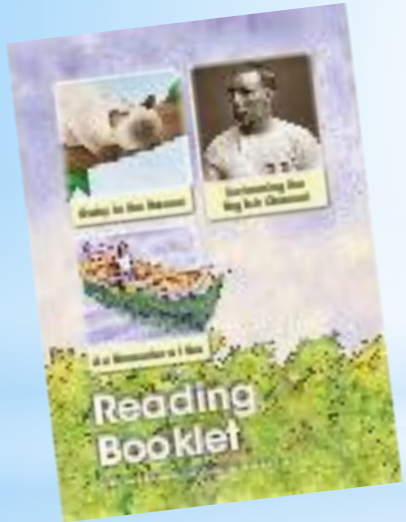


Welcome!

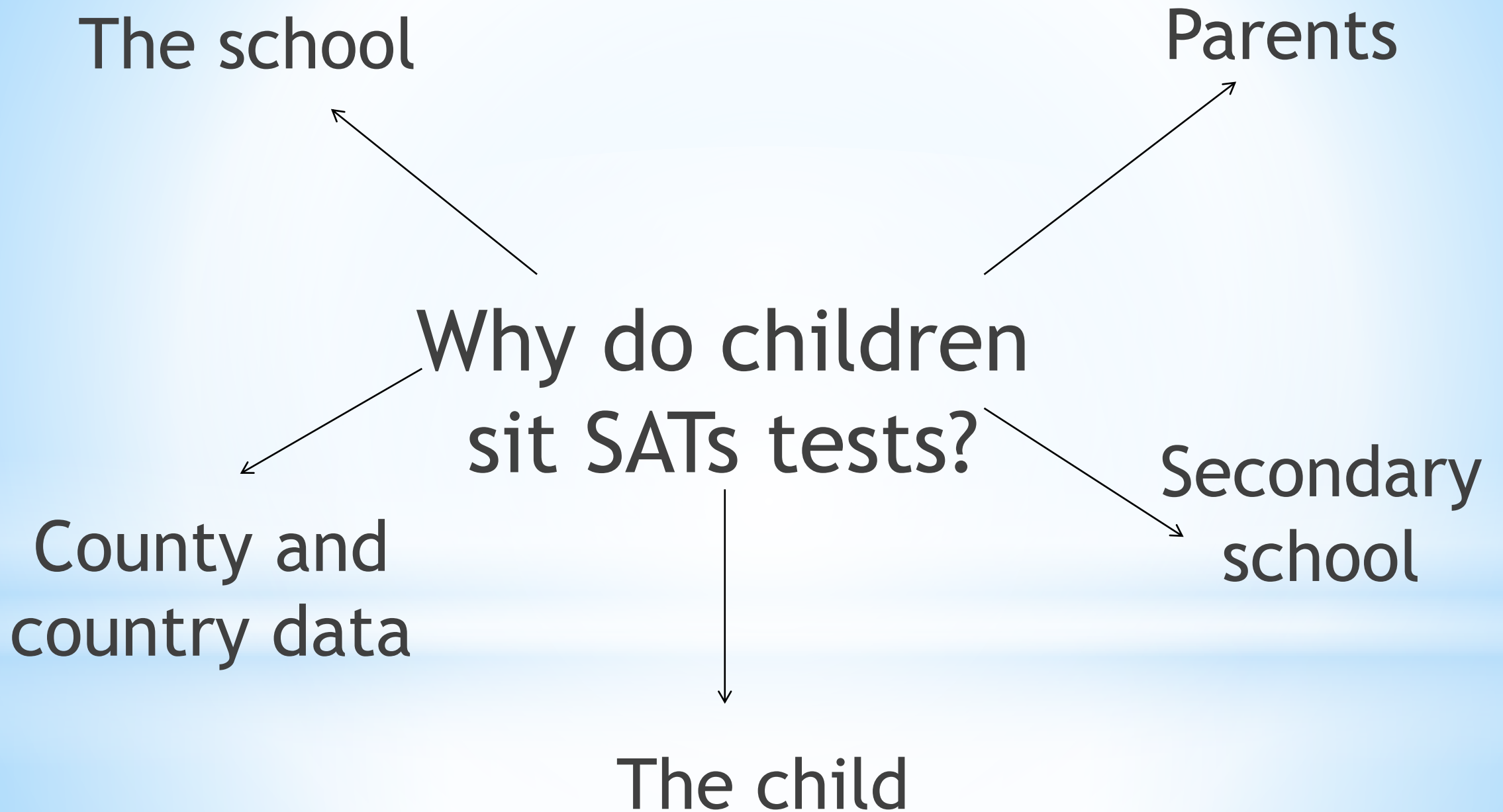
Y6 SATs Information Evening

While you wait, have a look through:

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



**PLEASE RETURN ALL PAPERS ONCE
YOU HAVE HAD A GLANCE**



The Road to SATs...

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

Date	Exam
Tuesday 9 May 2023	Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2
Wednesday 10 May 2023	English Reading
Thursday 11 May 2023	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Friday 12 May 2023	Maths Paper 3 (Reasoning)

All exams are in the morning.

Due to the King's Coronation, there will be an exam on Friday 12th May.

Please avoid booking holiday during this time, or the lead up to SATs.

Children will need to be in school promptly or can attend a breakfast club.

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 (50 marks)
- Test 2 measures their ability to spell words using a variety of rules plus the ability to remember key exception words (20 marks)

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. Mum hit her _____ with the hammer.
2. The boy had _____ keeping up with his elder sister.
3. Add eggs to your cake _____.
4. The new laptop is light and _____.

Qu.	Spelling	Mark	Content domain reference
1	thumb	1	S60— words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
2	trouble	1	S40— the /ʌ/ sound spelt <i>ou</i>
3	mixture	1	S44— words with endings sounding like /ʒə/ or /tʃə/
4	portable	1	S56— words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>

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 + o/ends in sh, ch, x, z, s
-> 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 f, 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.

Vocabulary & Spelling

Standard English

Punctuation

Linking Words

Sentences

Grammar

Verb Forms & Tenses

SATS Companion

www.satscompanion.com

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.

Capital

uppercase letters

?!
sentence endings

Brackets, Ellipses, Dashes

ways of adding and removing extra information in a sentence

- I had a bowl of soup (I usually have rice) for dinner

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

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.

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.

Connective

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

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 tiny!

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.

Noun

name, person, place, or thing

Common
- hand, table, dog
Proper
- Sarah, London
Collective
- team, family, herd
Abstract
- love, peace, hate

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

Subject

the thing or person who is carrying out an action

Object

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

Verb

a doing or action word

- play, work, study

Adjective

describes a noun
- a friendly tiny dog

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.**

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.

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.

Present & Past Progressive

Present progressive
- She is reading the book.

Past Progressive
- He was reading the book when I arrived.

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.

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.

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.

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.

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
- Not a memory test - the children can refer to the text as much as they want!
- Focus on understanding language style and vocabulary, retrieval of information and their comprehension through inference/deduction style questions.
- Scored out of 50 - 1, 2 and 3 mark questions

Retrieving Information

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

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

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.

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.

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

3 marks

Consider the type of questions you are asking your child when they are reading...

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

What impression does the word (provide word and context) glare give us about how Shirley felt towards her cousin?

Can you find a word in this paragraph that is closest in meaning to (provide word) annoyed?

In what year did (provide fact) the French authorities make it illegal for people to swim from France to England?

In the last paragraph, X does not want to do something. Give two reasons why X does not want to do this.

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

Mathematics

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

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

Encourages 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

1

$979 + 100 =$

1 mark

7

$472 - 9 =$

1 mark

$30 \times 40 =$

1 mark

$505 \div 1 =$

1 mark

29

$$\begin{array}{r}
 678 \\
 \times 54 \\
 \hline
 2712 \\
 33900 \\
 \hline
 36612
 \end{array}$$

Show
your
method

36,612

2 marks

25

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

Show
your
method

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

232

2 marks

31

$$20 - 4 \times 2 =$$

1 mark

24

$$15.4 - 8.88 =$$

1 mark

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

1 mark

27

$$95\% \text{ of } 240 =$$

1 mark

6 Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



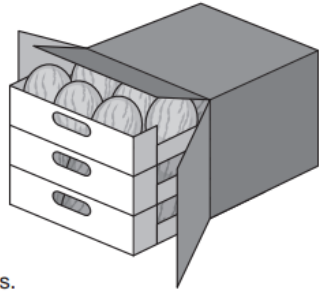
What is the correct time?

1 mark

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

melons

2 marks

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

$$\begin{array}{r} 532 \square 9 \\ + 742 \square \\ \hline \square 0676 \end{array}$$

2 marks



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

11×12 15×10

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

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

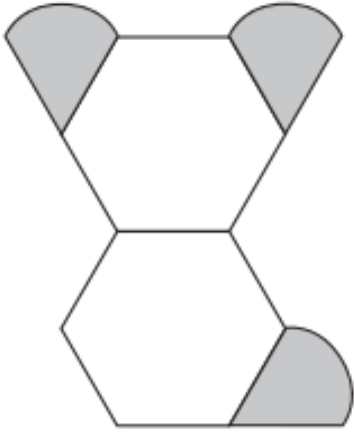
30×8 100×10

2 marks

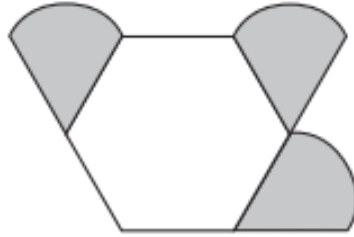
21

Amina is making designs with two different shapes.

She gives each shape a value.

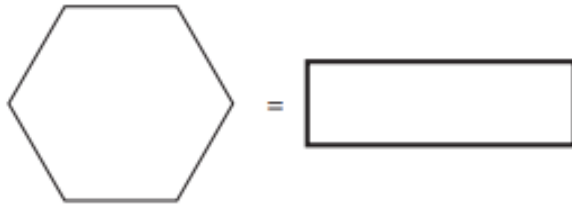


Total value is 147

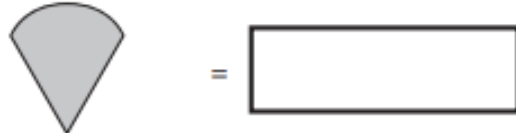


Total value is 111

Calculate the value of each shape.



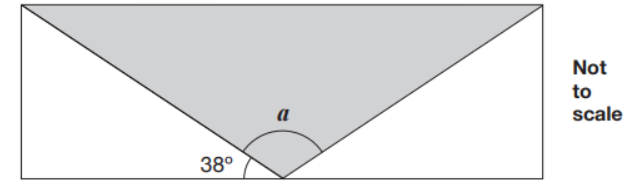
1 mark



1 mark

15

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



Calculate the size of angle a .

Show
your
method

a is °

2 marks

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



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?

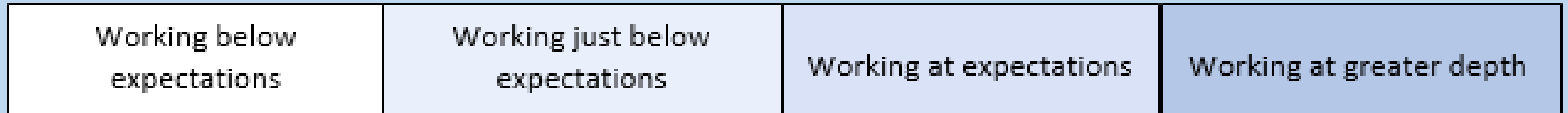
- Your child's SATs raw score, scaled score, school and national average scaled score and teacher assessment for science and writing.

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

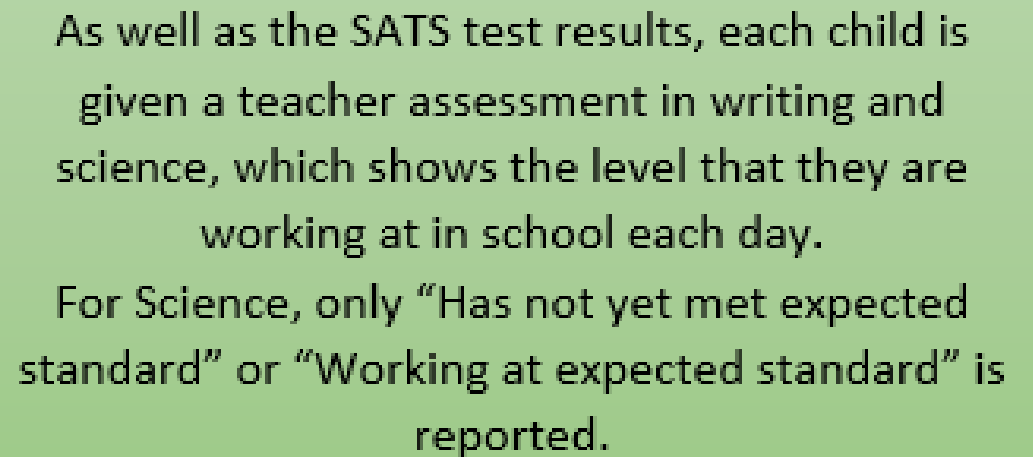
SATs Test Results

		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

- EMW starts at 8:30
- Encourage them! A positive attitude goes a long way!
- 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 us if they express persisting anxieties about SATs. Remember that a small amount of anxiety is normal and not harmful

Home support to prepare for SATs

- Listen to them read (with effective questioning!)
- Support them with homework
- Avoid using past papers - there are plenty of inexpensive or free SATs practice materials for parents available
- Direct them to useful websites
(Rockstars/BBC bitesize)
<https://www.cgpbbooks.co.uk/resources/ks2-sats-online-10-minute-tests>

Home support to prepare for SATs

- Bring learning into everyday life - practise key skills like times tables and practise mental maths in real world scenarios (shopping/cooking)
- Help them to become resilient learners
- Plan something exciting for the weekend after SATs - this will give your child something to look forward to
- Ensure your child has breakfast before school and brings in a snack and water bottle and ensure that they are getting a suitable amount of sleep.

We want these exams to be as relaxed
and as stress-free as possible!

Emphasis will be on effort and progress
rather than attainment 😊

Any questions?