



**Welcome to Abbey Hey Primary's
Year 6 SATs Information Meeting**

Purposes of the Meeting:

- Share the timetable for the KS2 SATs tests
- Explain how they are marked
- Share the expectations for each subject
- Look at examples
- What we are doing in school
- How you can help
- Any questions



Why we do them:

- It is a statutory requirement for Year 6 pupils.
- SATs help teachers – and you – learn more about your child's strengths and weaknesses.
- Teachers can compare how well each child is doing with their peers, both in their school and across the country.
- They can also measure how much each child improves from one Key Stage to another and are used to predict the likelihood of children achieving specific results in their GCSEs.
- Some schools use them to set at secondary school.



The Timetable

Date	Activity
Monday 13 th May	English grammar, punctuation and spelling Paper 1: questions
	English grammar, punctuation and spelling Paper 2: spelling
Tuesday 14 th May	English reading
Wednesday 15 th May	Mathematics Paper 1: arithmetic
	Mathematics Paper 2: reasoning
Thursday 16 th May	Mathematics Paper 3: reasoning

In addition, **writing** teacher assessment is reported in June.

How they are marked:



- Each pupil receives:
 - a raw score (number of raw marks awarded);
 - a scaled score in each tested subject;
 - confirmation of whether or not they attained the national standard.
- A scaled score of 100 means the child is working 'at the expected standard' for a Year 6 child.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- Using the scaled score, the lowest a child can score is 80, with the highest being 120.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests. A score of 110 + will be judged as Greater Depth.

Spelling, Punctuation and Grammar

- Part 1 - Punctuation, Vocabulary and Grammar.
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice. 50 marks.
- Part 2 - Spelling test containing 20 words, lasting approximately 15 minutes. These words are taken from or use the spelling rules throughout Key Stage 2, with the trickier spellings nearer the end focusing on the Year 5/6 spelling list.
- Marks for these two tests are added together to give a total raw score for Spelling, Punctuation and Grammar.

Sample Questions:

1

Underline the **subject** of the sentence below.

A whale lives in the sea.

2

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

Words

child

champion

neighbour

friend

member

Suffix

hood

ship

Tick one box in each row to show which form of the verb is underlined in each sentence.

Sentence	Simple past	Past progressive	Past perfect
Nathan <u>had hoped</u> for a part in the school play.			
The children <u>were rehearsing</u> their lines.			
Lots of parents <u>came</u> to watch.			

Insert **full stops** and **capital letters** in the passage below so it is punctuated correctly.

Frogs are amphibians they live on land but they lay their eggs in water their eggs are called frogspawn during the winter, frogs hibernate at the bottom of ponds or in compost heaps

Spelling 13: The word is **syrup**.

Maple **syrup** is sometimes poured on pancakes.

The word is **syrup**.

Spelling 14: The word is **reluctantly**.

My sister **reluctantly** gave me her favourite book.

The word is **reluctantly**.

Spelling 15: The word is **reference**.

Amy borrowed a **reference** book from the library.

The word is **reference**.

Spelling 16: The word is **ridiculous**.

The comedian was dressed in a **ridiculous** costume.

The word is **ridiculous**.

Spelling 17: The word is **scenic**.

We paused to look at the **scenic** view.

The word is **scenic**.

13. Maple _____ is sometimes poured on pancakes.

14. My sister _____ gave me her favourite book.

15. Amy borrowed a _____ book from the library.

16. The comedian was dressed in a _____ costume.

17. We paused to look at the _____ view.

Spelling

Spelling Rule/Pattern	e.g.	Spelling Rule/Pattern	e.g.
Adding ing or ed (Doubling consonant if required)	Hopping Opened	Silent letters (k, g, w, b, l)	Knock Wreck Palm
Suffix ible or able	Flexible, Visible Washable, Changeable	Plural rules	Stories Wolves
Suffix less or ness	Thoughtless Happiness	Homophones	Prey Heard
Suffix ly	Immediately	ei or ie letter string	Eight, Weight, Height, Reign, Vein, Neighbour
Suffix sion, tion, cian	Passion Relation Optician	dg letter string	Judge
Suffix ful or fully	Careful	Soft c	Ceiling Celebrate
Prefix dis	Disappoint	Soft g	Generous
Prefix mis	Misplaced	Words ending in rred	Transferred Preferred
Prefix il or im	Illegible Impatient	Words ending in ent/ence	Confidence Independent
Words ending in ous	Anxious	Words ending in ant/ance	Brilliant Importance

What is the root word?

Does it have a prefix/suffix?

What does it sound like?

Does it look right?

Break into syllables

Reading

- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Sample Questions:

My Circus Life

Interview by Kari Kamin

Some people might be good at their jobs, but performer Vladik Miagkostouпов was actually born to do his! Raised by two Moscow Circus performers, young Vladik was tutored early on by his juggler father. By age nine, he'd perfected enough of his natural acrobatic and juggling skills to work full time with the circus.

Combining a seamless mix of acrobatics, dance and juggling, the star has performed with a range of companies in Paris and Monte Carlo. Several years ago, Vladik – who is now 28, married and a dad – began as a character in Dralion, an epic performance piece.

What will most appeal to kids about this show?
For children, the clowns! The show itself, I'm sure the kids will love because there are a lot of acrobatics. There's a lot of movement. It's very colourful. It's an uplifting show. You leave feeling happy. There's always something going on onstage.

You've performed this character for many years, since 2006. How often does your routine in Dralion change?
I'm always changing it. This routine I've actually been doing for 14 years. Every time I look at it, I'm putting in a new trick or changing the choreography. It's constantly changing.

15

Underline **one** word in the quotation below that suggests that Vladik's performances are carefully rehearsed.

Combining a seamless mix of acrobatics, dance and juggling, the star has performed with a range of companies...

16

Look at Vladik's answer to the question: **What will most appeal to kids about this show?**

How does the text suggest that it is very active on the stage?

Give **two** ways.

1. _____

2. _____

Sample Questions:

22

Complete the table below with facts from the text.

Age that Vladik is now:	
How long Vladik has been doing this routine:	
Age his daughter started walking:	
Age that Vladik started dance classes:	

23

Which of the following gives the best summary of the whole text?

Tick **one**.

It tells children how to join the circus.

It looks at an unusual career.

It gives tips on how to juggle.

It shows how much performers travel.

Reading

Fiction = read the whole text first.

Non-fiction = answer one question at a time and read as you go along. There is usually a question about the introduction part at the top.

1. Don't need to write in full sentences – waste of time!
2. Use the page numbers given to you.
3. Identify the key question word.
4. Questions go in chronological order
5. If it is a 'why' question, answer with because
6. Find and copy means find and copy
7. If the question is in italics, it is directly from the text.
8. With multiple choice questions, use process of elimination.
9. When it says tick one, TICK ONE!
10. 3-mark questions use P.E.E. – Point, Explanation, Evidence
11. When ordering, go back and highlight the sections of the text before filling in the boxes.



Mathematics

- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty – however, the difficulty depends on the children's confidence on these areas of maths. Not all children will be expected to access some of the more difficult questions later in the paper. Children are able to gain marks throughout the paper if they have a good pace, something we are working on currently.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

Sample Questions (arithmetic):

16 $2.12 \div 10 =$

1 mark

17 $21 \overline{)672}$

Show
your
method

2 marks

34 $10 - 2\frac{1}{4} =$

1 mark

35 $6 + 4 \div 2 =$

1 mark

36 $\frac{4}{5} \times 400 =$

1 mark

Sample Questions (paper 2 and 3):

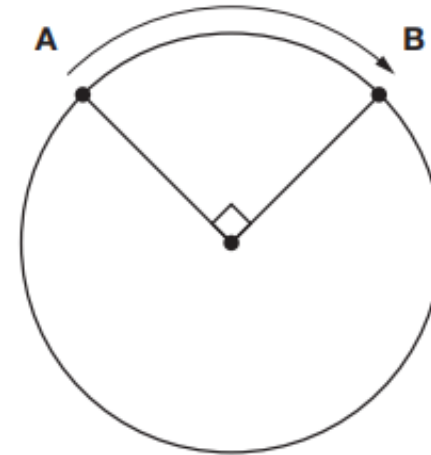
In a race, Ali completes a swim, a run and a bicycle ride.

The swim is $\frac{1}{10}$ of the total distance.

The run is $\frac{3}{10}$ of the total distance.

What fraction of the total distance is the **bicycle ride**?

The **circumference** of this circle is 60 centimetres.



Not
actual
size

What is the distance around the edge of the circle from **A** to **B**?

Writing: Assessed by the class teacher

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Writing: Assessed by the class teacher

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

How we will help your child?

- Use careful planning and assessment.
- A timetable filled with Reading, Grammar and Maths teaching/revision.
- Intervention groups.
- Morning revision clubs (Mon & Weds).
- Breakfast club during SAT's week.
- There may be further revision session opportunities before the SATS – we will inform you as soon as these are confirmed.



How can you help your child?

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks: Conquer Maths, Accelerated Reading/MyOn and Learning By Questions.
- Reading, spelling and arithmetic (e.g. times tables, mental calculations, number bonds) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Excellent resources available in shops/internet.

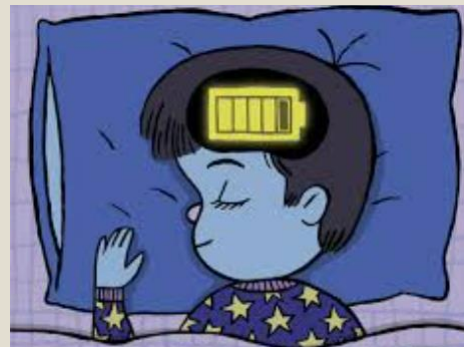
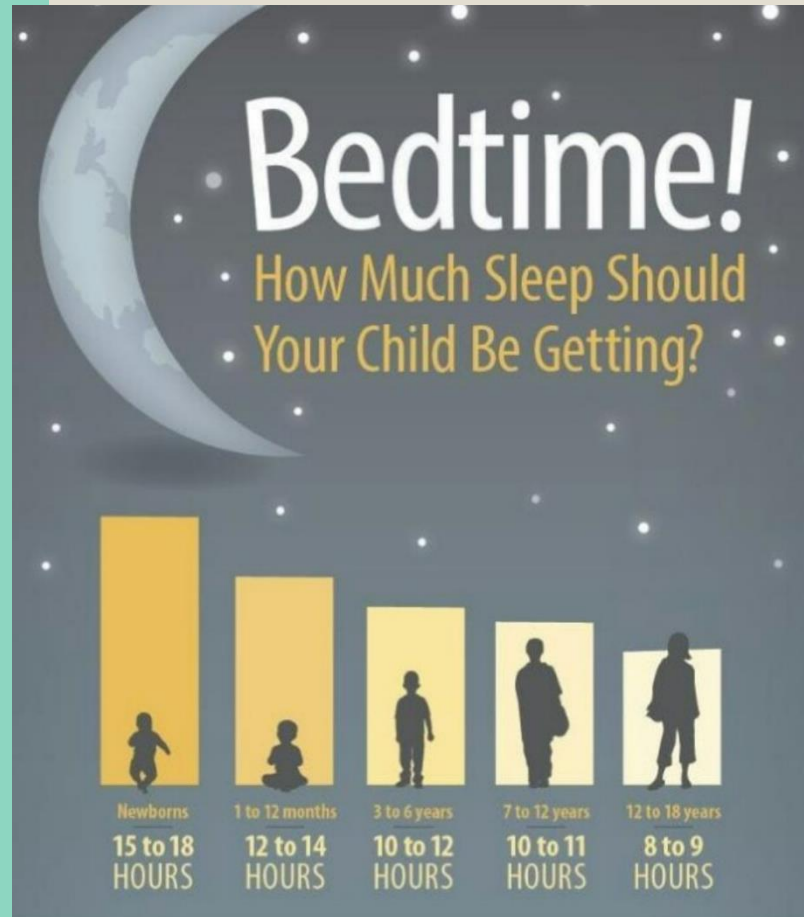
Sleep

Increases attention span

Promotes growth

Promotes learning

Reduces injury risk



Any questions?