

# Welcome to our Y6 SATs Information Evening!

To measure the child's progress and attainment

To measure effectiveness of the school in comparison to local and national data

Why do children sit SATs tests?

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graph TD; Q[Why do children sit SATs tests?]; Q --> A1[To measure the child's progress and attainment]; Q --> A2[To measure effectiveness of the school in comparison to local and national data]; Q --> A3[To inform parents]; Q --> A4[Secondary school data]; Q --> A5["It was the best week of Year 6!"];
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“It was the best week of Year 6!”

To inform parents

Secondary school data

# Preparation and Support

- Their education throughout the whole of school
- Revising & consolidating the curriculum in Year 6
- Re-visiting learning often (Early Morning Work)
- Curriculum support – CGP books
- Practice papers (formal and informal)
- Keeping track of progress to inform parents and to adapt our teaching
- Interventions
- 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
Monday 8 May 2023	Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2
Tuesday 9 May 2023	English Reading
Wednesday 10 May 2023	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 11 May 2023	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
- Not a memory test – the children can refer to the questions 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 - 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

**26** David Walliams 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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11

1 mark

[illegible]

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?

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

**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  
- toy -> toys

**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.

**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.

**Connective**

word or phrase that links clauses or sentences

- also, besides, however

**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.

**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!

**Noun**  
names, 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

- Andree (subject) spoke to (verb) Jorge (object).

**Object**

who is the action done to or for?

- Andree (subject) spoke to (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

**Articles**  
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.

**Vocabulary & Spelling**

**Standard English**

**Punctuation**

**Linking Words**

**Sentences**

**Grammar**

**Verb Forms & Tenses**

**SATS Companion**  
www.satscompanion.com



# 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



1

$$979 + 100 =$$

1 mark

7

$$472 - 9 =$$

1 mark

$$30 \times 40 =$$

1 mark

$$505 \div 1 =$$

1 mark

29

6 7 8

5 4

x

2 7 1 2

3 3 9 0 0

3 6 6 1 2

Show your method

36,612

☐

2 marks

25

2 3 2

1 3 3 0 1 6

- 26

4 1

- 39

26

- 26

0

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**

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

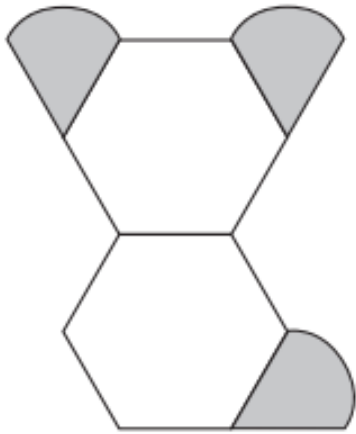
1 mark



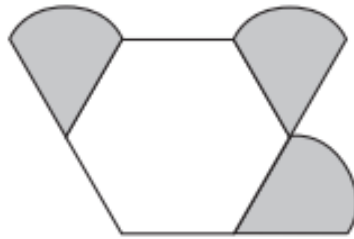
21

Amina is making designs with two different shapes.

She gives each shape a value.

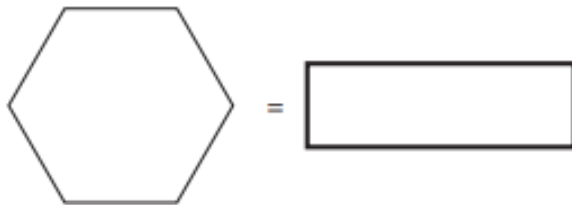


Total value is 147

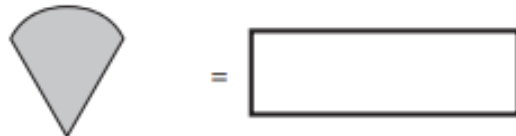


Total value is 111

Calculate the value of each shape.



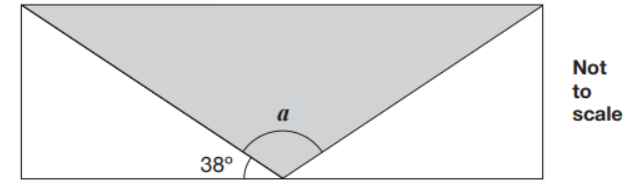
1 mark



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

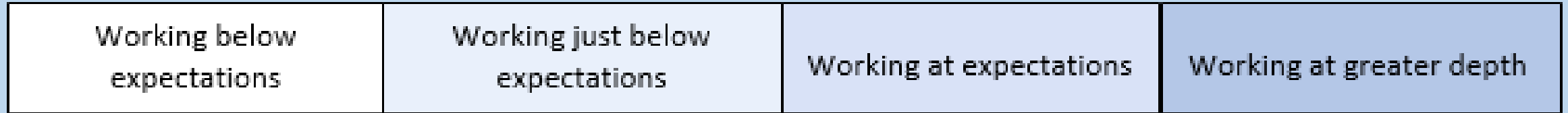


## Child C

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

## Teacher Assessment

<b>English Writing</b>	Working at greater depth
<b>Science</b>	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

- 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;
- Listen to them read (with effective questioning!)
- Support them with homework
- Avoid using past papers –instead direct them to useful websites (Rockstars/BBC bitesize)
- Plan something restful for the weekends before and something fun for the weekend after SATs – this will help your child start the week well and also give them 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?