

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?

“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	Activity
Monday 12 May 2025	English grammar, punctuation and spelling papers 1 and 2
Tuesday 13 May 2025	English reading
Wednesday 14 May 2025	Mathematics papers 1 and 2
Thursday 15 May 2025	Mathematics paper 3

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.

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 + s → add s
- cat → cats

consonant + s / 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 f, fe → change f to v, add **s**
- 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
- Father 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
Command
when you are telling someone to do something usually starts with a verb (doing word)
- Give the present to your friend.

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 adding and removing extra information in a sentence
- I had a bowl of soup & usually have rice for dinner.

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

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 clause or sentences
- also, besides, however

Subjunctive Forms
adjective shows something is unreal, wished or possible. Also used in commands, wishes and requests
- If I were stronger, I would lift that box.

Question
use question mark to ask a question
- How many friends do you have?
Statement
simply tells the reader something
- I have many friends.

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

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

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.

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.

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

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

Verb
a doing or action word
- play, work, study

Adjective
describes a noun
- a friendly tiny dog

Simple Present
something which happens regularly
- I walk to school.

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.

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 while we were asleep.

Determiners
words that introduce a noun
Articles
tell 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.

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.

Vocabulary & Spelling
Standard English
Punctuation
Slang Words

Sentences
Grammar
Verb Forms & Tenses

SATS Companion
www.satscompanion.com

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?

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 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.

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

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

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.
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

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

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

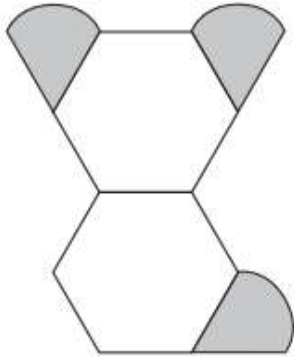
$$95\% \text{ of } 240 =$$

1 mark

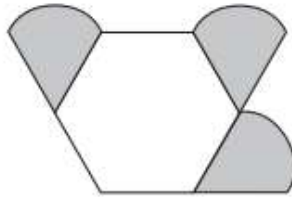
21

Amina is making designs with two different shapes.

She gives each shape a value.

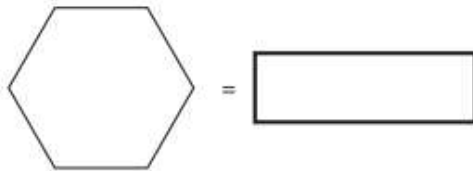


Total value is 147

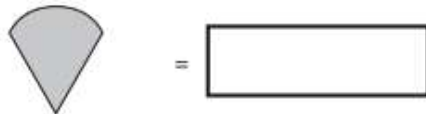


Total value is 111

Calculate the value of each shape.



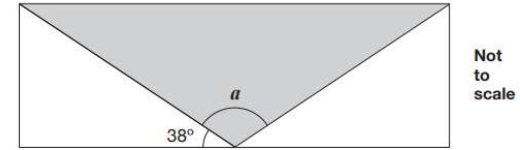
1 mark



1 mark

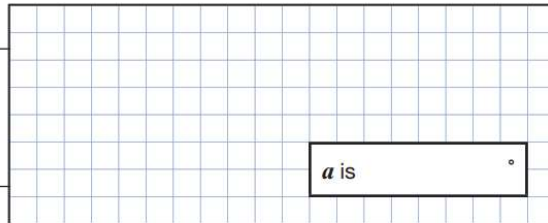
15

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



Calculate the size of angle a .

Show your method

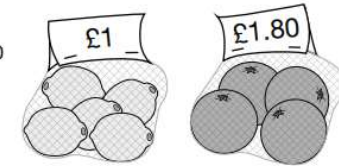


2 marks

10

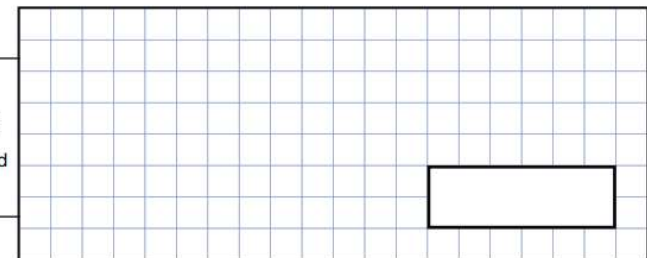
A bag of 5 lemons costs £1

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?

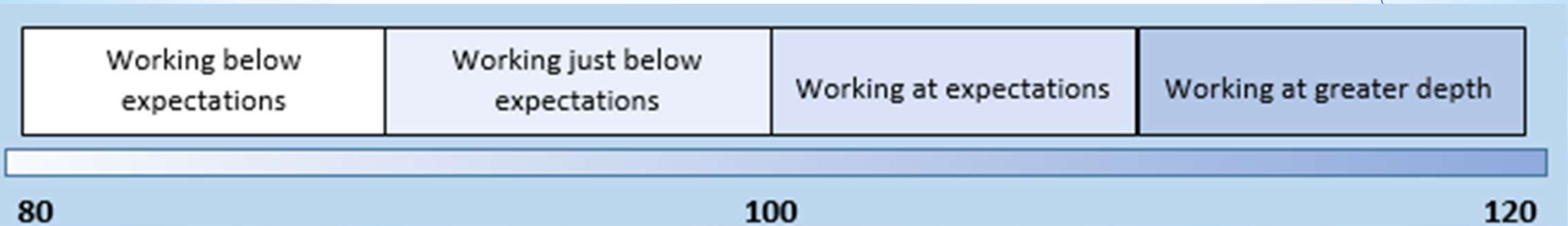
- Your child's SATs raw score, scaled score, school and national average scaled score and teacher assessment for science and writing.

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'




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

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

- 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) or 10 minute practise books.
- 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?