

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 13 May 2024	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May 2024	English reading
Wednesday 15 May 2024	Mathematics papers 1 and 2
Thursday 16 May 2024	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

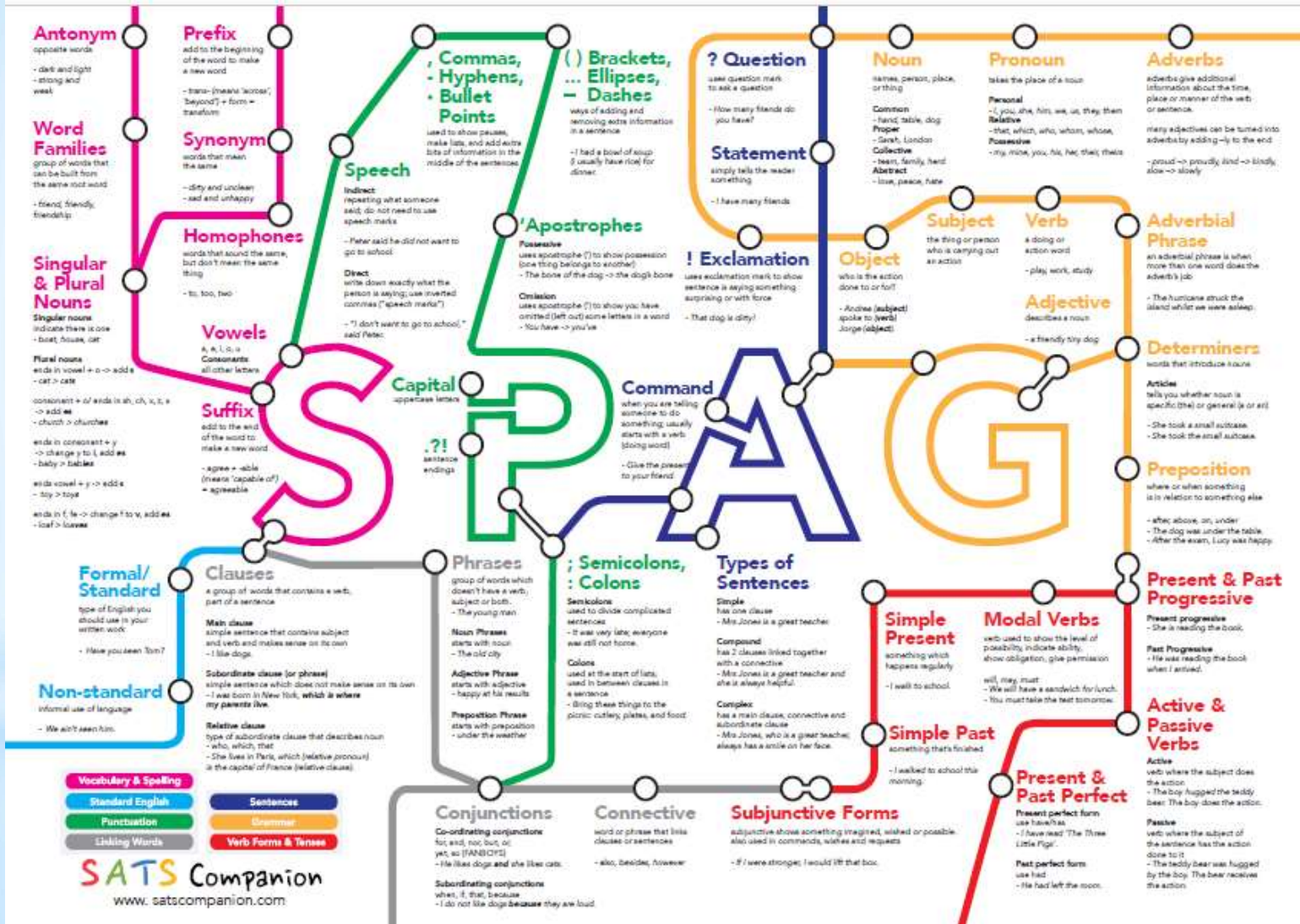
determiner

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>



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

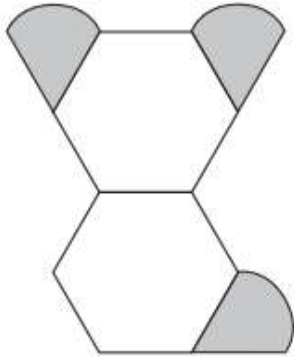
$$95\% \text{ of } 240 =$$

1 mark

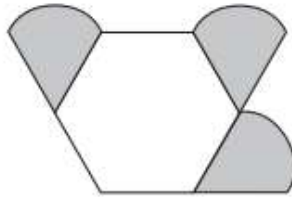
21

Amina is making designs with two different shapes.

She gives each shape a value.

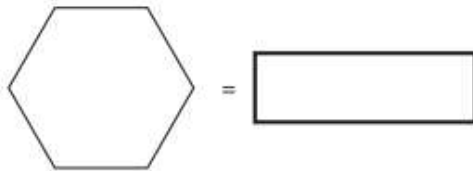


Total value is 147

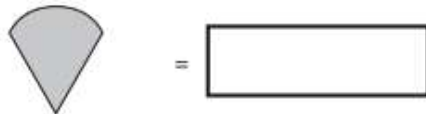


Total value is 111

Calculate the value of each shape.



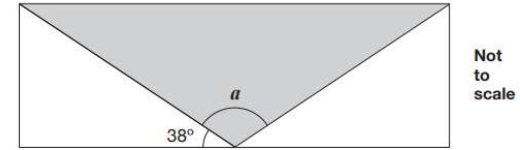
1 mark



1 mark

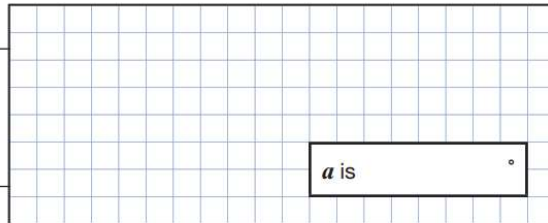
15

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



Calculate the size of angle a .

Show your method

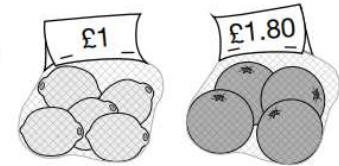


2 marks

10

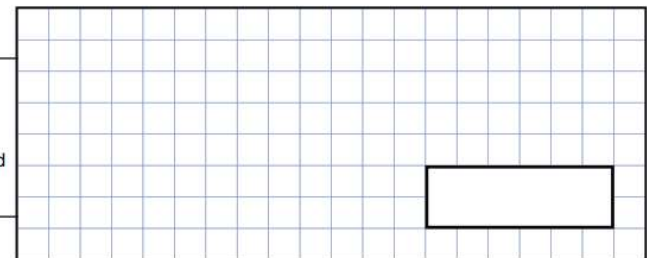
A bag of 5 lemons costs £1

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?

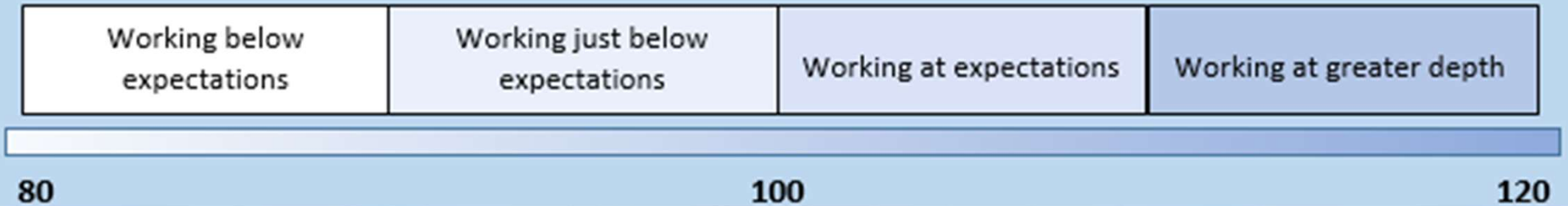
- Your child's SATs raw score, scaled score, school and national average scaled score and teacher assessment for science and writing.

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?