



Welcome to St Paul's Year 6 SATs Information Meeting

Thursday 25th April

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
- See what we are doing in school
- Consider how you can help
- Answer any questions



- In 2014, a new national curriculum was introduced so assessment arrangements changed too.
- Children are in 5th year of new curriculum. They are very used to the language and terms used in the tests.
- This is the 4th year of the new tests.
- Expectations have massively increased.



Why we do them:

- It is a statutory requirement for Year 6 pupils.
- They are **just one part** of the means by which we assess the children's learning and consider the effectiveness of teaching approaches.
- SATs help teachers – and you – learn more about your child's strengths and weaknesses.
- They are a measure of 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 secondary schools use them as the basis for English and Maths sets.



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: Mathematical Reasoning
Thursday 16 th May	Mathematics Paper 3: Mathematical Reasoning

Additionally, teacher assessments for **writing** and **science** are reported towards the end of June. Teacher assessments for Reading and Maths are no longer submitted.

How they are marked:

- The tests are externally scanned and marked.
- Children are given a raw score.
- It is then converted into a 'scaled' score, i.e. converted to a score where 100 is the national average. Last year, children could get between 80 – 120.
- If they score 100 or more, they will have reached the 'expected' standard. A higher score is classed as working at 'Greater Depth' and a lower score as 'Working towards'.
- Your child will receive this information with their end of year reports.

Reading

- The Reading Test consists of a single test paper with three reading texts.
- Children are given 60 minutes in total to read the texts and answer questions relating to them.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Sample Questions:



There were rooms in the old farmhouse which I never saw used and which smelt of a past that held extraordinary fascination for me: little windows where unknown ancestors had sat on autumn evenings; old leather-lined bookcases with books that no one had handled for fifty years; dust that no one had bothered to remove; piles of candle wax in unlikely corners; huge chamber pots and cracked basins, and everywhere a great generosity of space.

30

Look at the first paragraph.

What suggests that the inside of the old farmhouse was not very well looked after?

Give **two** things.

1. _____

2. _____

1 mark

32

Look at page 9.

Find and **copy one** word which shows that Em Sharp was in charge of the house.

1 mark

38

Look at page 10.

What impressions do you get of Em Sharp at this point in the extract?

Give **two** impressions, using evidence from the text to support your answer.

3 marks

33

Look at the second paragraph on page 9.

Left to my own devices...

This means that Edward...

Tick **one**.

had lost something.

☐

was confident with equipment.

☐

English Grammar, Punctuation and Spelling

- Part 1 - Punctuation, Vocabulary and Grammar.
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- Part 2 - Spelling test containing 20 words, lasting approximately 15 minutes.
- Marks for these two tests are added together to give a total for Grammar, Punctuation and Spelling.

Sample Questions:

18

Which sentence uses the underlined word as a **noun**?

Tick **one**.

Dancers must be very fit and athletic.

☐

Can I help you with that jigsaw?

☐

We heard thunder, but we did not see any lightning.

☐

The ocean is grey and angry-looking today.

☐

1 mark

26

Jane wants to know if the band is playing at the festival.
Write the **question** she could ask to find out.
Remember to punctuate your sentence correctly.

1 mark

35

Explain how the position of the **apostrophe** changes the meaning of the second sentence.

1. What are your brother's favourite toys?
2. What are your brothers' favourite toys?

1 mark

32

Which sentence is the most **formal**?

Tick **one**.

She suggested that her mother be present.

☐

She really hopes to be ready on time.

☐

Don't forget to lock the door!

☐

If Johnny's late, we'll start without him.

☐

1 mark

Spelling:

15. Water is _____ to life.
16. David had a _____ idea of where to find the milk.
17. Bella was an _____ girl.
18. The _____ designed the new building.
19. Queen Elizabeth is a _____ of Queen Victoria.
20. To give up now would be _____.

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

Water is **essential** to life.

The word is **essential**.

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

David had a **vague** idea of where to find the milk.

The word is **vague**.

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

Bella was an **adventurous** girl.

The word is **adventurous**.

Spelling 18: The word is **architect**.

The **architect** designed the new building.

The word is **architect**.

Spelling 19: The word is **descendant**.

Queen Elizabeth is a **descendant** of Queen Victoria.

The word is **descendant**.

Spelling 20: The word is **inconceivable**.

To give up now would be **inconceivable**.

The word is **inconceivable**.

Mathematics

- Children will sit three tests: Papers 1, 2 and 3.
- Paper 1: Arithmetic - lasts for 30 minutes, covering calculation methods for all operations, including the use of fractions, percentages and decimals.
- Questions gradually increase in difficulty.
- 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):

9

$$56.38 + 24.7 =$$

28

$$1\frac{1}{15} - \frac{2}{5} =$$



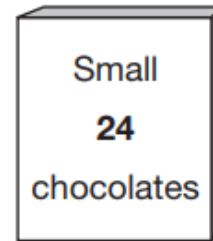
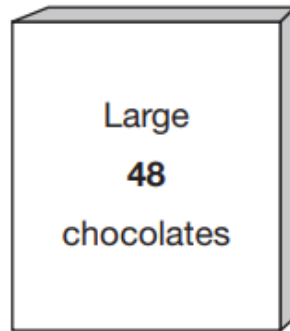
1 mark

Sample Questions (papers 2 and 3):

8

Ken buys 3 large boxes and 2 small boxes of chocolates.

Each large box has 48 chocolates. Each small box has 24 chocolates.



How many **chocolates** did Ken buy altogether?

Show
your
method

A large rectangular grid with a red border and a light red grid pattern. It is 20 units wide and 10 units high. A small rectangular box with a black border and the word "chocolates" in black text is positioned in the bottom right corner of the grid, spanning 5 units wide and 2 units high.

2 marks

Sample Questions (paper 2 and 3):

10



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

9

The list below shows the years in which the Cricket World Cup was held since 1992:

1992, 1996, 1999, 2003, 2007, 2011, 2015

Adam says,

The Cricket World Cup has been held every four years since 1992.



Adam is **not** correct.

Explain how you know.

15

A shop prints designs on T-shirts.



They use this formula to work out the price for printing a design.

$$\text{price} = 60\text{p} \times \text{number of colours} + \text{£}1.25$$

What is the price for printing a design that has **3** colours in it?

£

1 mark

Amina has £5 to spend on printing a design.

What is the greatest number of **colours** she can have in the design?

Show
your
method

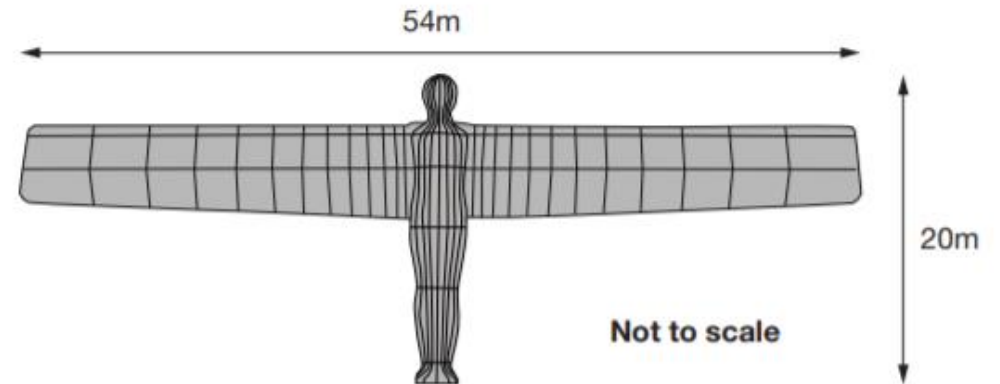
colours

2 marks

9

The Angel of the North is a large statue in England.

It is 20 metres tall and 54 metres wide.



Ally makes a scale model of the Angel of the North.

Her model is 40 centimetres tall.

How **wide** is her model?

cm

1 mark

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 correctly[^] (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
- Focused boosters
- Practise activities
- Circle times
- Regular meditations
- Use of classrooms
- Pre-SATs Breakfast



How can you help your child?

- First and foremost, support and reassure your child that all they need do is to try their best and avoid fretting - praise and encouragement is key!
- Continue supporting your child with homework tasks.
- Reading, spelling and arithmetic (e.g. times tables, mental calculations, number bonds) are always good to practise.
- Make sure your child has a good night's sleep and healthy breakfast every morning!

Any questions?