

# Welcome – Year 6 SATs

- What and when are SATs?
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- Writing
- SPAG
- Reading
- Maths
- What happens during SATs week?
- Scoring (results)

# What and when are SATs?

Standard Assessment Tests (SATs) are used to evaluate children's progress at the end of Key Stage 2. They make comparisons between children against the average attainment expectations for their respective age group.

Key Stage 2 SATs are a more formal process than key Stage 1 and take place in the May. The tests cover SPAG, Reading and Maths. The papers are sent away to be marked externally. Results are returned to school in July where we will then give the scores to you.

**SATs week beginning the 13<sup>th</sup> May**

# Writing: This is done differently

- This is a continuous process based on children's writing throughout the school year.
- Assessment grids are completed to see if children have met the expectations for Year 6, these are:

**Below expectations**

**Age related expectations**

**Exceeding expectations**

- ✓ Academy assessment days and other schools assess our writing (can include topic/science, etc) books.
- ✓ External moderators who come into school and looks at submitted judgements and decides if they agree or not.

# What are the children tested on?

## Reading: 50 marks

- This is their ability to comprehend and use **inference skills** on 3 different passages. These can be a **mix of fiction and on-fiction texts** which test their ability to extract information from different formats.
- **The test last for 1 hour.**
- **There are 1, 2 and 3 mark questions.** The 3 mark questions are ones which require them to use the text, infer (give supported reason) and often present an argument.
- There is more challenging language which has been used over recent years so it is vital when they are reading at home that if they are unsure on a word they get the dictionary to find out its meaning.
- Why has language been selected? How do you know this? Refer to the text (sample question).

# What are the children tested on?

## SPAG (Spelling, Punctuation and Grammar) 70 marks

- Two papers completed on the same day (short break in-between).
- **PAG** - around **50 questions** to be completed **in 45 minutes**. They range from multiple choice (tick box), matching, adding in punctuation, selecting the correctly punctuated sentence, re-writing passages.
- **Spelling – 20 unseen spellings** which cover phonics (tion, silent letters, prefix, suffix)

**Grammar group has started after school** in order to support them more with this. We create our own SPAG revision book, building up examples to help them revise.

**Examples of questions in your pack.**

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

\_\_\_\_\_   
 1 mark

F  
A  
N  
B  
O  
Y  
S

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

---

1 mark

Simple Past Tense eg. I jumped.	Present Perfect Tense eg. I have jumped.	
I asked.	I have asked.	The children rode their bikes.
She finished.	She has finished.	The children have ridden their bikes.
They sang.	They have sung.	Gran waited for a long time.
We climbed.	We have climbed.	Have you waited for a long time?
I walked.	I have walked.	She spoke to the teacher.
Ben lost his voice.	Ben has lost his voice.	Tense Sorting Task Simple Past Present Perfect

We form the present perfect tense with the words:

**Has** and **have**



# What are the children tested on?

## Maths: 110 marks

- **3 papers: 1 arithmetic and 2 reasoning papers (worded problem)**
- **Arithmetic 40 marks: 30 minutes** (around 35 questions) Quick and careful calculating needed. Accuracy and fluency- both are required to pass.
- **Reasoning 35 marks: 40 minutes each**, paper 2 is usually the more challenging.
- Coverage: Reasoning – angles, coordinates, tables, time, measures, shape, perimeter, area, volume, algebra, ration, addition, subtraction, multiplication, division, percentages, fractions, decimals, rounding, ordering.

Every day children complete fluent in five which focusing on the four operations and fractions (mental and working out strategies) . They also do quick maths (timetables focused) four times a week.

**Examples of questions in your pack, sample booklet.**

# Sample Questions

## Maths Paper 1: Arithmetic

24

$$15.4 - 8.88 =$$

1 mark

25

1 3 | 3 0 1 6

Show  
your  
method

2 marks

# Sample Questions

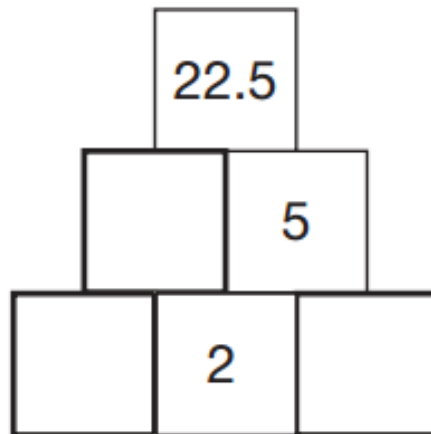
Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

# Sample Questions

## Maths Paper 2 / Paper 3 : Reasoning

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show  
your  
method

£

2 marks

# What happens during SATs week?

- ▶ Children come in at **normal time (by 8.55am)** and have toast and juice (if they would like it).
- ▶ They will then sit in their assigned seats (we will have tested them in these conditions so they are not unfamiliar to them). Some will be in separate rooms, again they will know this.
- ▶ **Pep talk- calming (this is really important they feel as comfortable as possible).**
- ▶ Instructions are read to the children and the test handed out.
- ▶ All tests are completed in the morning and most over with before break.



## Week breakdown:

- Monday: SPAG (PAG first then the spelling part)
- Tuesday: Reading
- Wednesday: Arithmetic and Reasoning paper 1
- Thursday: Reasoning paper 2
- Friday: No tests but children complete an unaided write.

# Scoring: Based on the last few years

Children will be awarded with a standardised score – to be at expected they need 100 anything below is referred to as not meeting age related expectations and they will be, in maths, expected to resit in Year 7.

❑ **2016 SATs – pass mark in order to get a standardised score of 100**

**Maths: 60 out of 110**

**SPAG: 43 out of 70**

**Reading: 21 out of 50**

❑ **2017 SATs – pass mark in order to get a standardised score of 100**

❑ **2018**

**Maths: 57 out of 110 (61 marks)**

**SPAG: 36 out of 70 (38 marks)**

**Reading: 26 out of 50 (28 marks)**

**Just over half marks is needed.**

# How to Help Your Child with Reading

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together - reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards - discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together - you could use a dictionary, the internet or an app on a phone or tablet.
- All reading is valuable - it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!



# How to Help Your Child with Writing

- Practise and learn weekly spelling lists - make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together - be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

# How to Help Your Child overall

- Encourage (strongly) reading and **sign** reading records and ensure they are in school to be signed
- Attendance- Any days off needed should be carefully considered. Even one day can disrupt your child's learning.
- Support and encourage organisation. This will help eliminate anxiety.
- Support homework if required
- Attend parents' evenings/book an appointment to see Miss Hartford at another convenient time.
- Wellbeing- good diet and good nights sleep

**Year 6 is good preparation for the transition to secondary school.**