



Year 6 SATs Information Evening

Harriet Blake- Deputy Headteacher
Jess Gallanders - Head of Year 6

Aims of the session

1. To share important information about the tests.
2. To share ideas about how to help your child at home.
3. To answer any questions you may have about the tests and assessments.

What are SATs?

- The key stage 2 national curriculum tests are designed to test your child's knowledge and understanding of specific elements of the key stage 2 programmes of study (year 3 through to year 6)
- They provide a snapshot of a child's attainment at the end of the key stage.

The Year 6 KS2 SATs will be administered in the week commencing 13th May 2024.

The **2024 SATs schedule** is as follows-

Monday 13th May 2024	<ul style="list-style-type: none">-English grammar, punctuation and spelling-Paper 1: questions English grammar, punctuation and spelling-Paper 2: spelling
Tuesday 14th May 2024	English reading
Wednesday 15th May 2024	<ul style="list-style-type: none">-Mathematics Paper 1: arithmetic-Mathematics Paper 2: reasoning
Thursday 16th May 2024	<ul style="list-style-type: none">-Mathematics Paper 3: reasoning

During the week


- Please ensure your child is in school everyday.
- They must be in school on time (we do little warm-ups before each test and provide breakfast).
- Please don't book any appointments this week.
- If your child is unwell, please let us know immediately.

Grammar, Punctuation & Spelling: KS2

Spelling

1. Sara wanted to be an explorer and _____ new lands.
2. The spy was sent on a secret _____.
3. For PE lessons, your clothes should be _____ and comfortable.
4. The _____ showed which way to go.
5. China is a large _____.
6. Laura won a medal for _____.
7. Not all berries are _____.
8. Sit up straight to improve your _____.
9. Karen went on a _____ ride in Lapland.
10. Misha ate a _____ chocolate pudding.

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Paper 1: GP&S

🕒 45 minutes

✓ 50 marks

Grammar questions first

Paper 2: Spelling

🕒 Approximately 15 minutes

✓ 20 marks

The grammar and punctuation test will include different types of questions-

Selected response, *e.g. 'Identify the adjectives in the sentence below.'*

Constructed response, *e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'*

Multiple choice answers- *e.g. which of these sentences uses an apostrophe correctly?*

31

Explain how the different **prefixes** change the meanings of the two sentences below.

The chef said the pasta was uncooked.

This means that the pasta _____

The chef said the pasta was undercooked.

This means that the pasta _____

1 mark



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Spelling paper breakdown

	2023	2022	2019	2018
KS1	2	3^	2^	1
Year 3 + 4 Pattern	11* (3)	11* (3)	10 (5)	13 (3)
Year 3 + 4 Statutory	0	1^	1^	0
Year 5 + 6 Pattern	7 (6)	5 (3)	5 (2)	6 (3)
Year 5 + 6 Statutory	0	0	2	0

Key Stage 2 SATs past spelling test words

ACHIEVE



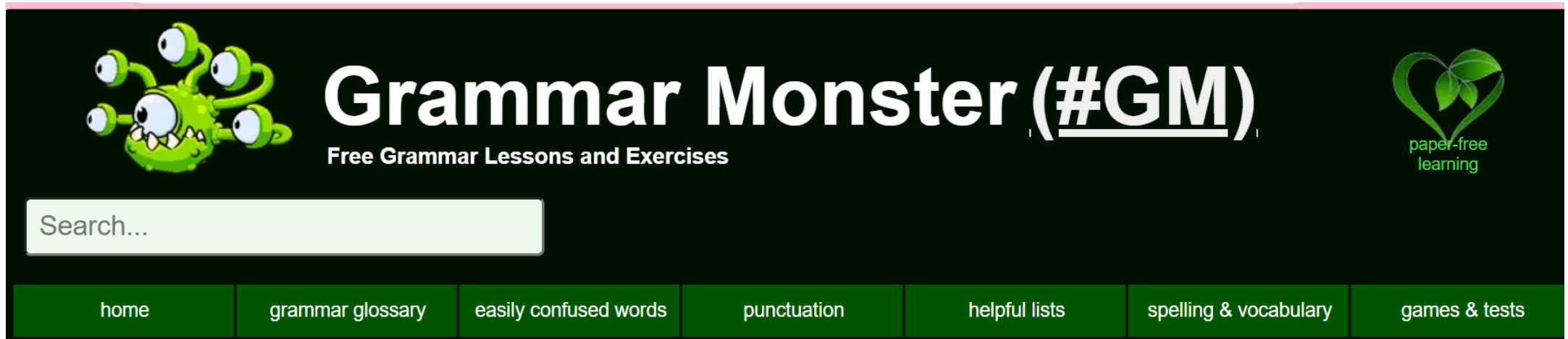
words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	adding suffixes beginning with vowel letters to words of more than one syllable	the /i/ sound spelt y other than at the end of words	endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
sign knock straight crumb bruise thumb descendant	polishing nationality inspiring disobeyed obtained adventurous	gymnastics sympathetic typical	mission possession passion variation operation percussion attention	loose drawer prey coarse council
		words with the /s/ sound spelt sc scent descendant		
prefixes	words ending in -able and -ible words ending in -ably and -ibly	the suffix -ly	words with the /ei/ sound spelt ei, eigh, or ey	adding suffixes beginning with vowel letters to words ending in -fer
discover dissolve disorder misplaced	edible unavoidably washable probable sensibly portable	ferociously likely originally usually	sleigh lightweight weightless	offering suffered
the /ʌ/ sound spelt ou		endings that sound like /ʒən/	endings which sound like /ʃəl/	words with the /i:/ sound spelt ei after c
country cousin thorough trouble		illusion vision	facial essential	ceiling inconceivable
words with endings sounding like /ʒə/ or /tʃə/	words with the /ʃ/ sound spelt ch	the suffix -ous	words ending in -ant, -ance, -ancy, -ent, -ence, -ency	words containing the letter string ough
posture mixture	parachute monarch architect	delicious ominous previous nervous adventurous	abundance distance brilliant substance violence science	thoughtless toughest dough
words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que	endings which sound like /ʃəs/ spelt -cious or -tious			
vague	cautious			

These areas have not been tested yet: words with the /k/ sound spelt ch; common exception words and the suffix -ation



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Grammar Monster



[Free English Grammar Lessons and Tests \(grammar-monster.com\)](http://grammar-monster.com)

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 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 vowel + y → add **s**

- try → tries

ends in f, fe → change f to v, add **es**

- leaf → leaves

Prefix

add to the beginning of the word to make a new word

- trans- means 'across', 'beyond' → trans = 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

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.

Vocabulary & Spelling

Standard English

Punctuation

Linking Words

Sentences

Grammar

Verb Forms & Tenses

SATS Companion

www.satscompanion.com

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 if 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.

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.

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

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

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 fuggled the teddy.

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.



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New Curriculum Spelling List Years 5 and 6

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	

Reading tests: KS2



Paper 1

🕒 60 minutes

✓ 50 marks

Based on 2 or 3 texts in a separate reading booklet – likely to include poetry, fiction and non-fiction.

Structure of the reading tests

- Likely balance: Non-fiction, fiction & poetry.
- May well include an older text & vocabulary.
- Total reading quantity: 1500-2300 words.
- Texts sequenced in order of text difficulty.
- Questions broadly in increasing difficulty, although within the limits of keeping chronological approach.
- Majority of questions will be short answer, e.g. '**find** and **copy**', or single word answers.

Question types

2a – Vocabulary

20 Into your pitiful shell, so brittle and thin

In this line, the word *brittle* is closest in meaning to...

Tick **one**.

shiny. ☐

soft. ☐

delicate. ☒

rough. ☐

1 mark

21 Explain **two** things that the words *emerald scrap* suggest about the frog.

Scrap suggests that it is tiny
and fragile. 'Emerald' tells us
that it is a shimmering green.

2 marks

Question types

2b – Retrieval

25

Circle the correct option to complete each sentence below.

(c) There, they came to a patch where the stream was...

smaller.

bigger.

faster.

slower.

1 mark

(d) The ferns here were spaced...

regularly.

randomly.

carefully.

equally.

1 mark

26

How far into the forest did the stream become *a considerable bog*?

1 mark

Question types

2c – Summarise

34

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Lord John saw the dinosaur tracks first.	<input type="checkbox"/>	<input type="checkbox"/>
Professor Summerlee has faked the evidence.	<input type="checkbox"/>	<input type="checkbox"/>
Professor Challenger worries that people won't believe them.	<input type="checkbox"/>	<input type="checkbox"/>
They are all frightened of the iguanodons.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

Question types

2d – Inference

Questions 1–15 are about *Space Tourism* (pages 4–6).

1

Look at the introduction.

Why is space tourism *impossible* for most people?

1 mark

Question types

2e – Predict

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks

Question types

2f – Information/narrative contribution

2h – Comparisons within the text

35

The mood of the characters changes throughout the extract.

- (a) **Find** and **copy** the group of words on page 9 where Lord John's mood changes.

1 mark

- (b) How does Lord John's mood change?

1 mark

Question types

2g – Word choice

33

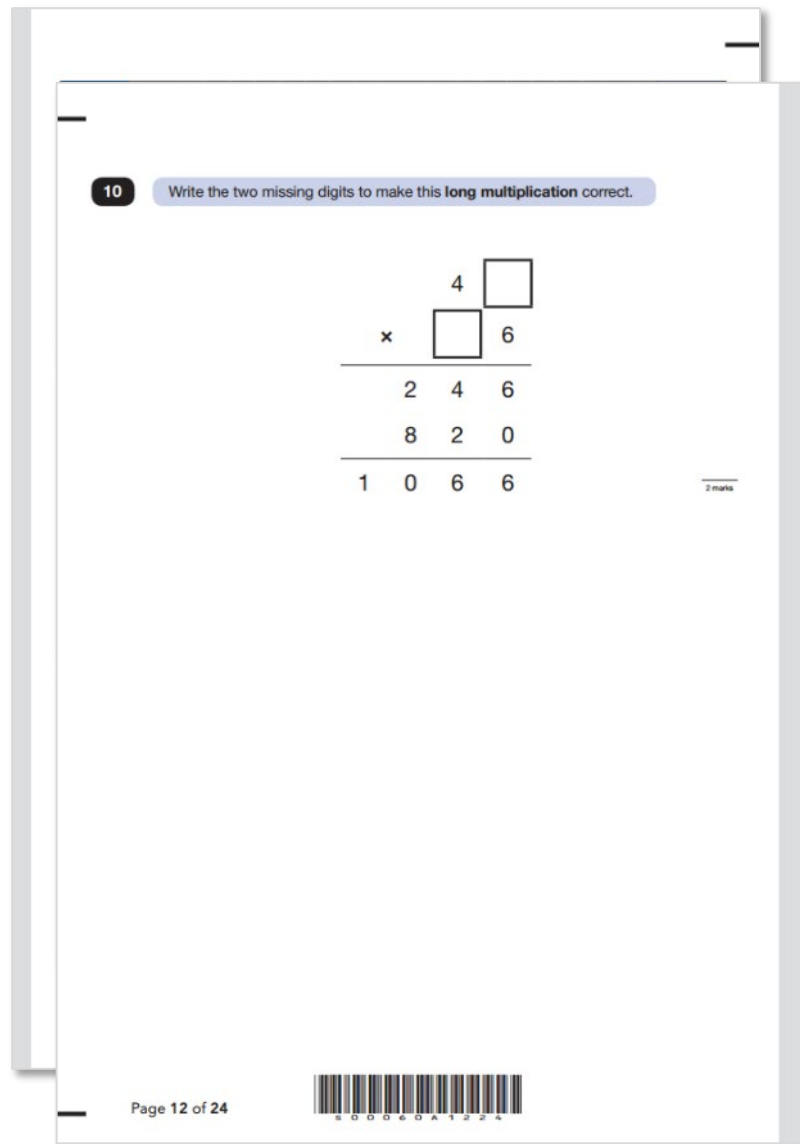
Look at the paragraph beginning: *I had the same feeling of mystery and danger around us.*

Find and **copy four different** words from the rest of the paragraph that suggest danger.

1. _____
2. _____
3. _____
4. _____

2 marks

Mathematics tests: KS2



Paper 1: Written arithmetic

🕒 30 minutes

✓ 40 marks

Approximately 36 questions

Some 2-mark questions requiring specific methods.

Papers 2 & 3: Reasoning

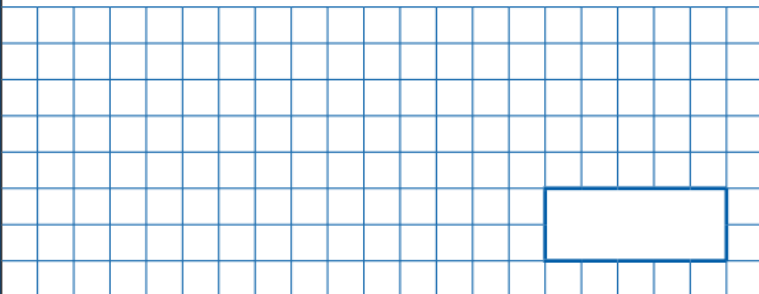
🕒 40 minutes each

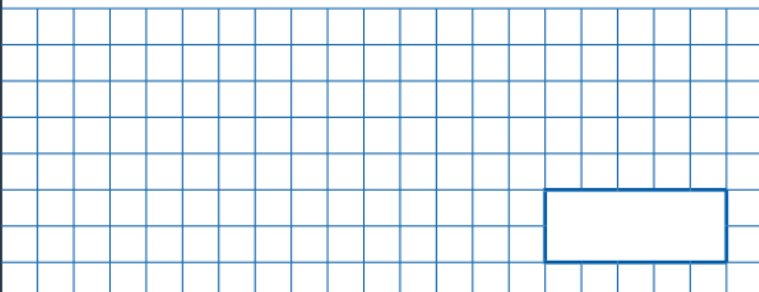
✓ 35 marks each

Only equipment allowed is a ruler, angle measurer and mirror.

KS2 Written Arithmetic paper 1

- All questions have grids, even where it shouldn't really be needed.

1	$979 + 100 =$	<input type="text"/> 1 mark
		

2	$123 \times 2 =$	<input type="text"/> 1 mark
		

- One third of the marks on the arithmetic paper are for fractions questions.
- Standard written methods are expected.

Papers 2 and 3

These involve a number of question types, including:

- Multiple choice.
- True or false.
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart.
- Less constrained questions, where children will have to explain their approach for solving a problem.

100 girls and 50 boys were asked which kind of chocolate they like best.

These two pie charts show the results.



100 girls



50 boys

Dev says,

"The pie charts show that more girls than boys liked milk chocolate best."

Dev is correct.

Explain how you know.

arks



Writing Assessment

- No test- teacher assessment based on writing in Literacy and across the curriculum.
- Gathering evidence over the next few months.

Teacher assessment framework at the end of key stage 2 – writing

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹



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 correctly¹** (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



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]

Test outcomes for Key Stage 2

- Raw scores for Reading, GPS & Maths.
- Scaled scores based on those raw scores set after. A scale score of 100 represents the national average. Your child's raw score (for each subject) will be converted to a scaled score to allow it to be compared to others'. Scaled scores will normally range between 80 and 120. The scale will be set so that reaching a score of 100 will indicate that your child is working at the expected standard for the end of Key Stage 2.
- A final teacher-assessed judgement for Writing and Science.

How we encourage the children during the tests

- Read questions in the maths papers and grammar paper.
- Gentle encouragement.
- Children complete tests in familiar environment.
- Extra adults in the room.
- Relaxation time between tests.

Preparation for SATs

- Since the beginning of term, maths has been taught across six classes.
- The children will be taking weekly arithmetic tests to get them used to test conditions.
- Half termly tests are carried out under same conditions as SATs.
- Test questions are used for starters and plenaries in maths, literacy and reading.
- Revision leading up to the SATs- test technique and answering questions- encouraging discussion about them.
- Making revision fun and engaging.
- We teach the importance of relaxing and not feeling stressed about SATs.

Mock SATs

- The tests are being carried out in the same way as the 'real' SATs.
- We will mark them and report back to you during parent's evening using the codes used for the SATs results in July.
- The codes are as follows-
 - NS- Not at standard – a scale score of 99 or below.
 - AS – At standard – a scale score of 100 and above.
- We will not be expecting everyone to be working at the expected standard at this time as we still have a few weeks of learning and practising test technique.

How you can help your children...

- Help them to keep everything in perspective.
- Make sure they get enough sleep.
- Make sure that they have a good breakfast.
- Encourage them to complete their homework.
- Explain to them that SATs are a way of showing what they can do.
- Encourage them to ask for help from their teacher if they need it.
- Practise times tables using TT rockstars and spellings
- Read with them and discuss meanings of words as well as themes and characters.
- Contact the teacher if you have any concerns.

Our recommended revision books

<https://www.cgpbooks.co.uk/info/preparing-for-sats>



Finally and most importantly...

We understand the need for balance.

Fun activities before, during and after SATs.

Thank you for listening.

Any questions about the SATs?