



Year 6 SATs Information Evening

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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 8th May 2023.

The **2023 SATs schedule** is as follows-

Tuesday 9th May 2023	<ul style="list-style-type: none">-English grammar, punctuation and spelling-Paper 1: questions English grammar, punctuation and spelling-Paper 2: spelling
Wednesday 10th May 2023	English reading
Thursday 11th May 2023	<ul style="list-style-type: none">-Mathematics Paper 1: arithmetic-Mathematics Paper 2: reasoning
Friday 12th May 2023	<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).
- 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.

3

Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix

re

de

mis

im

il

Word

mature

understood

legible

frost

do

1 mark

4

Which sentence has been punctuated correctly?

Tick **one**.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

1 mark

Paper 1: GP&V

⌚ 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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Punctuation


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Using Apostrophes

- [an overview of apostrophes](#)
- [apostrophes used incorrectly with plurals \(e.g. two cat's\)](#)
- [apostrophes in time expressions \(e.g. year's salary\)](#)
- [apostrophes to replace letters \(e.g. can't\)](#)
- [apostrophes to show the plural of abbreviations \(e.g. SOS's\)](#)
- [apostrophes to show possession \(e.g. dog's dinner\)](#)
- [apostrophes test](#)

Using Colons

- [colons to extend a sentence \(e.g. ...one trait: bravery.\)](#)
- [colons in references \(e.g. Para. 4: Section 2\)](#)
- [colons for introductions \(e.g. ...the following: A and B.\)](#)
- [colons with bullet points](#)
- [colons before quotations](#)



Daily Grammar Tip


Sun 29 Nov (Number:333)

- There it lay – the ring. ✓
- There it lay...the ring. ✓

[Explain this tip.](#)

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Confused Words

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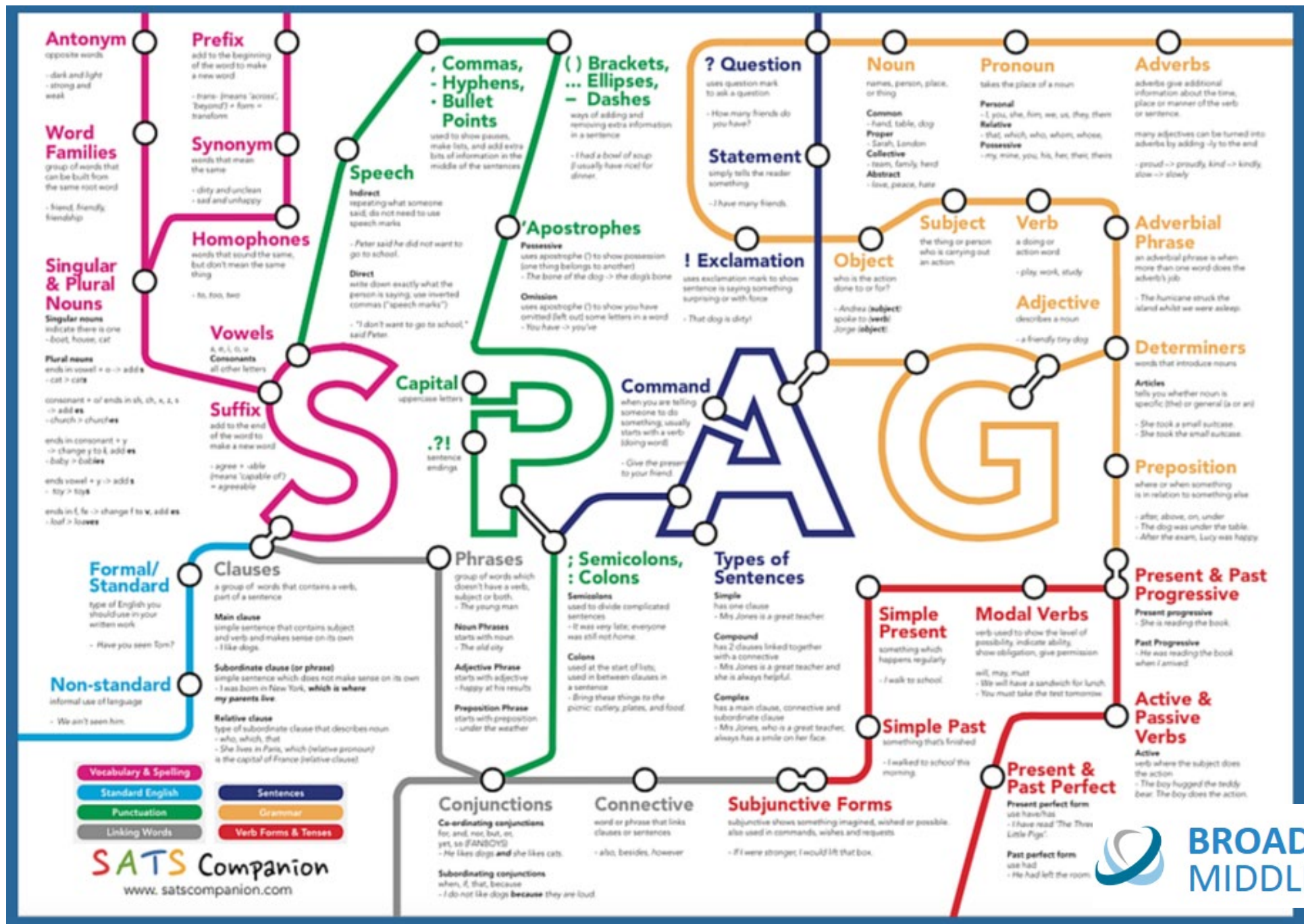
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New Curriculum Spelling List Years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition

conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipped
equipment
especially
exaggerate
excellent

existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous

muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme

rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

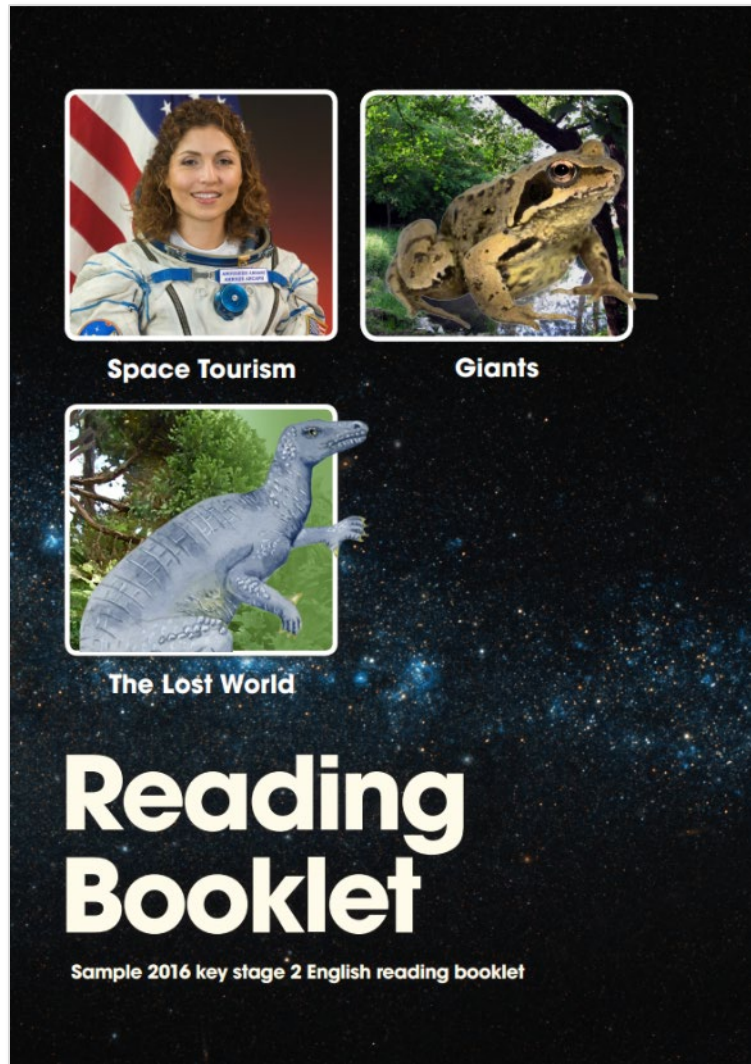
THE FUTURE OF SPELLING

SIR LINKALOT



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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.

It is small and green
'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

24 What is the main message of the poem?

Tick **one**.

People can learn a lot from holding small creatures.

☐

People should think about how their actions affect others.

☐

People are much bigger than frogs and snails.

☐

People should overcome their fear of nature.

☐

1 mark

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. _____

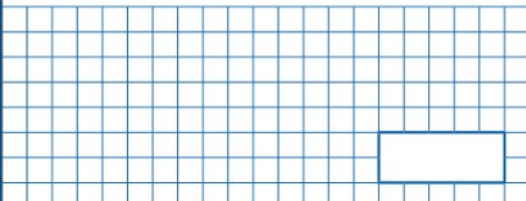
2 marks

Useful website for increasing reading speed

- <http://www.spreader.com/>

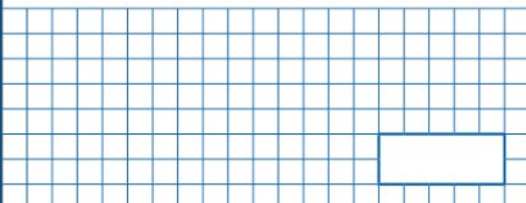
Mathematics tests: KS2

31 $20 - 4 \times 2 =$



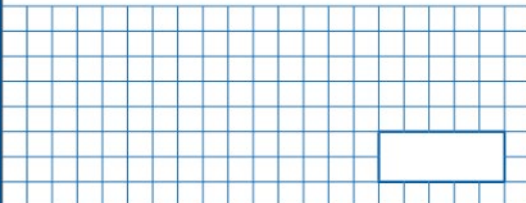
1 mark

32 $\frac{2}{5} \div 2 =$



1 mark

33 $1\frac{1}{5} - \frac{1}{4} =$



1 mark



10 Write the two missing digits to make this long multiplication correct.

$$\begin{array}{r} 4 \\ \times 6 \\ \hline 246 \\ 820 \\ \hline 1066 \end{array}$$

2 marks



Paper 1: Written arithmetic

🕒 30 minutes

✓ 40 marks

Approximately 36 questions

Some 2-mark questions requiring specific methods.

Papers 2 & 3: Reasoning

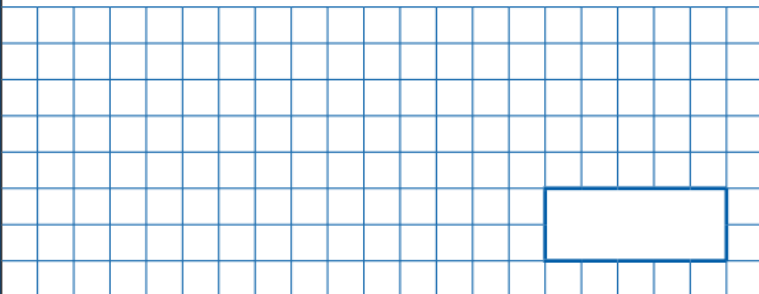
🕒 40 minutes each

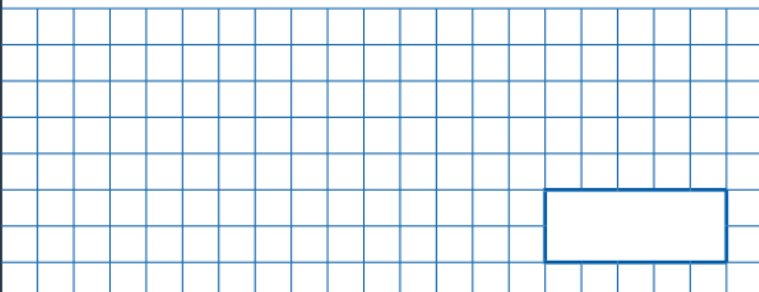
✓ 35 marks each

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.

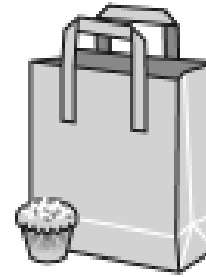
Papers 2 and 3

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.

8

Maria bakes cakes and sells them in bags.



She uses this formula to work out how much to charge for one bag of cakes.

Cost = number of cakes \times 20p + 15p for the bag

How much will a bag of 12 cakes cost?

E

1 month

Olivia buys a bag of cakes for £5.15

Use the formula to calculate how many cakes are in the bag.

Show
your
method

cakes

100

Maths health check

- You will have received a maths health check with the mid-year reports just before half term
- Areas of strength
- Areas of focus
- Links to KS2 BBC
- Revision books

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.

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.

Final mock SATs w/c 20th March

- The tests will be carried out in the same way as the 'real' SATs.
- We will mark them and report back to you using the codes used for the SATs results in July.
- You will receive a letter with your child's scaled score and whether they are working at or below the expected standard for SPAG, reading and maths.
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.
- There will be an opportunity to have a meeting with your child's teacher to discuss during Book Look w/c 27th March.
- 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 with Sir Link A Lot.
- Read with them and discuss meanings of words as well as themes and characters.
- Contact the teacher if you have any concerns.
- Use the KS2 BBC maths links from the maths health check.

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?