



Year 6 SATs Meeting for Parents

Tuesday 15th January 2019

Supporting Children
Through Year 6 SATs





This presentation can be viewed
on the school website.



Introduction

Aims of the meeting:

- ◆ To help you understand the demands of the end of Year 6 tests
- ◆ To let you know how we plan to prepare the children in school
- ◆ To suggest tips for how you can help your child at home



SATs Timetable 2019

- ◆ When do the Year 6 SAT tests take place?
- ◆ In the week commencing 13th May 2019

Monday 13 May	English Paper 1: Grammar, Punctuation and Spelling Test (45 minutes) English Paper 2: Grammar, Punctuation and Spelling Test (15 minutes)
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Tuesday 14 May	Reading Test (1 hour)
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Wednesday 15 May	Paper 1: Arithmetic (approximately 30 minutes) Maths Paper 2: Reasoning (40 minutes)
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Thursday 16 May	Maths Paper 3: Reasoning (40 minutes)
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English

English assessments cover 3 aspects:

- ◆ reading
- ◆ writing *
- ◆ spelling, punctuation and grammar (SPAG)

(* by teacher assessment)



READING

- ◆ A booklet to read (3 different texts)
- ◆ Approximately 35-40 questions to answer
- ◆ Worth 50 marks
- ◆ Externally marked
- ◆ Changes in last few years:
 - children complete at own pace
 - texts organised easiest to hardest
 - (newish format so only a few tests available for practice)



Range of Questions

Questions on the reading test include the following:

- ◆ **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- ◆ **Labelling**, e.g. 'Label the text to show the title of the story'
- ◆ **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- ◆ **Short constructed response**, e.g. 'What does the bear eat?'
- ◆ **Open-ended response**, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

Questions may come in different forms:

- multiple choice (1 mark)
- one phrase or word (1 mark)
- short paragraphs (2 or 3 marks)

Children need to use evidence from the text to support the answers that they give.



**Questions 1 – 8 are about
The Blackbird and his Wife (pages 4 – 7)**

(page 4)

- 1** Why did the king want to have the blackbirds?

☐

(page 4)

- 2** Why was the blackbird's wife sad?

☐

(page 4)

- 3** What instrument did the blackbird play on the way to the palace?

☐

(page 5)

- 4** The king treated the animals badly.

a) What had the king done to the fox?

☐

b) What had the king done to the ants?

☐



(page 5)

5

For years he's drained me and dirtied me.

What does the word *drained* mean?

Tick **one**.

filled up with water

☐

stirred up the water

☐

emptied out the water

☐

worn out the water

☐



(pages 8 – 9)

- 18** Put ticks in the table to show which sentences are **true** and which are **false**.

One has been done for you.

The information says that...	True	False
recycling is a good way to get rid of unwanted plastics.	✓	
we should use more things made of plastic.		
today we use plastics a lot.		
plastic is hard to get rid of.		
plastics rot.		



2 marks



Reading – How We Are Helping

- ◆ Analysing results of MOCK Reading SATs
- ◆ Re-grouping
- ◆ Daily ‘Guided Reading’ sessions
- ◆ Giving small groups extra support for those who need a boost
- ◆ Extending those children who are more able in reading, writing and spelling



How You Can Help With Reading

- ◆ Encourage your child to read regularly
- ◆ Keep it positive!
- ◆ Read with them:
- ◆ Talk about the meanings of 'new' words
- ◆ Get them to explain clearly what the text is about and give reasons why they know this.



Writing

- ◆ No writing test
- ◆ Children will be given a judgement against the end of key stage expectations for writing
- ◆ Class teachers assess the children's writing



Writing

- ◆ Teachers will base their judgements on children's writing in English and theme work, focusing particularly on unaided work.

Writing - How We Are Helping

- Practising skills in English lessons and using these to write in other subjects e.g. History
- Setting English targets, so children know what they need to do to improve
- Regular writing tasks incorporated into 'Take One Book' units to ensure we give children the chance to show their best work over a range of text types





Spelling, Punctuation and Grammar

- ◆ Tests the more 'technical' aspects of English
- ◆ Externally marked
- ◆ 45 minute test plus 15 minute spelling test
(maximum of 70 marks)



42

Circle all the **determiners** in the sentence below.

Two apple trees screened the open windows on one side.

1 mark

43

Underline the longest possible **noun phrase** in the sentence below.

That book about the Romans was interesting.

1 mark

34

Tick one box in each row to show whether the underlined word is an **adjective** or an **adverb**.

Sentence	Adjective	Adverb
It is a <u>direct</u> flight to Spain.		
I hate arriving <u>late</u> .		
The door opened <u>wide</u> .		
That is the <u>wrong</u> spelling.		

1 mark



35

Explain how the use of **commas** changes the meaning in the two sentences.

Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.

1 mark

36

Which sentence uses the **hyphen** correctly?

Tick **one**.

There are thirty seven year-olds in Class 2.

☐

There are thirty seven-year-olds in Class 2.

☐

There are thirty-seven year olds in Class 2.

☐

There are thirty-seven-year-olds in Class 2.

☐

1 mark



The Spelling Test

- ◆ The teacher reads out a sentence.
- ◆ The sentence has a word missing from it on the answer sheet.
- ◆ The missing word is repeated for the children. They write it down.
- ◆ 20 words, worth 20 marks
- ◆ The words are of varying difficulty and test children's knowledge of a range of spelling patterns and rules.



SPaG – How We Are Helping

- ◆ Daily starter activities in English lessons
- ◆ Regular SPaG lessons
- ◆ SPaG is also built into daily English lessons
- ◆ ‘Spelling Bee’ competition each term



How You Can Help With SPAG

- ◆ Support your child to learn their 20 spelling words for the Spelling Bee competition
- ◆ Check through SPAG homework and discuss any mistakes
- ◆ If you purchase any revision materials, provide children with regular opportunities to practise. Mark the questions together and work through any questions which are incorrect.



The Maths Test

- ◆ This test comes in 3 parts:
- ◆ Arithmetic 30 minutes (40 possible marks)
- ◆ Paper 2: 40 minutes- Reasoning (35 possible marks)
- ◆ Paper 3: 40 minutes- Reasoning (35 possible marks)



Maths

- ◆ Children's marks from all three tests are combined to calculate their overall mathematics attainment (no longer levelled but will be reported as a scaled score).
- ◆ Children will be given the following equipment for Test 2 and Test 3: a pencil, a ruler (showing centimetres and millimetres), a protractor and a mirror.
- ◆ They do not have a calculator for any paper
- ◆ They no longer have tracing paper to assist with transformations



Types of questions: Reasoning

- ◆ Multiple choice (Tick or match answers)
- ◆ 1 mark questions (Just an answer required or an empty box to be filled)
- ◆ 2/3 mark questions (2, 3 or 4 steps and show workings)
- ◆ These require the children to reason and solve problems covering all areas of the maths curriculum- number, place value, 2-4 step word problems, shape and space, data handling

**1**

Draw lines to join all the pairs of number cards which have a **difference of 30**

One has been done for you.



100	180
150	170
200	70
250	330
300	220

A line connects the number 100 to the number 70.

16
 16
2 marks

2

Circle **three** numbers that add to make a **multiple of 10**



11 12 13 14 15 16 17 18 19

3
1 mark



10

A shop sells three types of sunglasses.

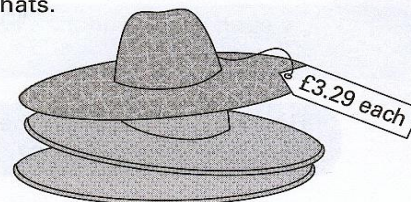


What is the **difference** in price between the **most** expensive and **least** expensive sunglasses?

 £

10a
1 mark

The shop also sells sun hats.



Ryan buys the **£4.69 sunglasses** and a **sun hat**.

How much change does he get from **£10**?



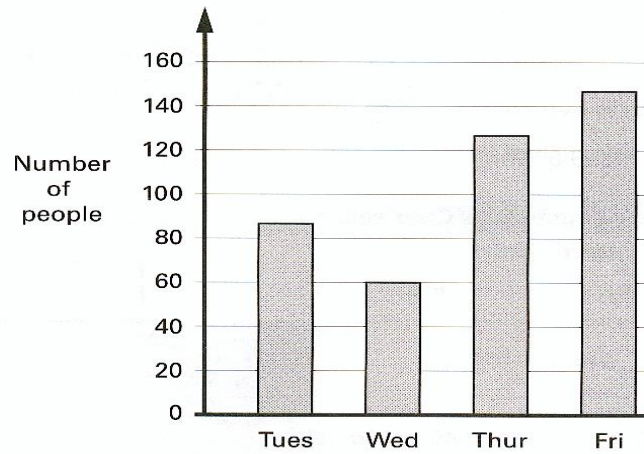
Show
your **working**.
You may get
a mark.



10b
10b
2 marks

10

This bar chart shows how many people went to a school play.



Estimate the number of people who went there on **Thursday** and **Friday** altogether.



1 mark



Each person paid **£2.25** for a ticket to get in.

How much **ticket money** was collected on **Wednesday**?



Show your **method**.
You may get a mark.

£

2 marks



Here are six cards.

$\times 10$

$\times 100$

$\times 1000$

$\div 10$

$\div 100$

$\div 1000$

Use a card to complete each calculation.

$$5.3 \boxed{} = 0.53$$

$$5.3 \boxed{} = 5300$$

$$5.3 \boxed{} = 0.053$$



Write the four missing digits to make this **addition** correct.

$$\begin{array}{rcccc} & \boxed{} & 6 & \boxed{} & 8 \\ + & 3 & \boxed{} & 9 & \boxed{} \\ \hline 9 & 0 & 1 & 9 & \end{array}$$



There are also 'Explain' questions

- ◆ John says,
- ◆ 'Every multiple of 5 ends in 5'
- ◆ Is he correct?
- ◆ Circle Yes or No.
- ◆ Yes / No
- ◆ Explain how you know.
- ◆



There are also 'Explain' questions

- ◆ Mandy says ' a quadrilateral has 4 equal sides'.
- ◆ Is she correct?
- ◆ Circle Yes or No.
- ◆ Yes / No
- ◆ Explain how you know.
- ◆



The Arithmetic Test

- ◆ This is a timed test: 30 minutes
- ◆ Children will be given a booklet of calculations (approximately 36 questions)
- ◆ The questions will be spaced out with squared paper in between for the children to use to organise their calculations in columns



16


$$1,440 \div 12 =$$

17

$$20\% \text{ of } 1,500 =$$

18

$$1.52 \times 6 =$$



To prepare for the Maths test children should:

- ◆ Learn their \times and \div facts by heart
- ◆ Revise key mathematical vocabulary and facts
e.g. the names and properties of 2d and 3d shapes
- ◆ Ensure the children are confident with written methods for $+$, $-$, \times and \div
- ◆ Become familiar with mathematical problems and how they are worded
- ◆ Work through problems on mock SAT papers. Make up similar problems to solve themselves or for parents to solve
- ◆ Let teachers know about areas that they are less confident with



What are we doing at school?

- ◆ Daily maths lessons
- ◆ Since September, we have been doing an extra maths session one afternoon each week- focused on arithmetic
- ◆ Giving extra small group support to those who need a boost
- ◆ Extending those children who are particularly talented at maths
- ◆ Setting challenging targets for all children
- ◆ Giving children feedback on how they are doing, and what they need to do to improve
- ◆ Selling SATs revision materials to parents and children

How can parents support children through these tests?

- ◆ Be positive – encourage an ‘I can’ attitude
- ◆ Give lots of praise and encouragement
- ◆ Encourage children to complete homework tasks
- ◆ Together – go through practice SAT papers completed at school, or that you have purchased, and pose similar questions
- ◆ Use support materials together
- ◆ Ensure children get plenty of sleep
- ◆ Ensure children attend school, and are not late- SATs related activities are first lessons every day in Y6
- ◆ Provide a healthy breakfast, a fruit based break time snack and drinks
- ◆ Attend parents’ evening to discuss progress, and ask questions

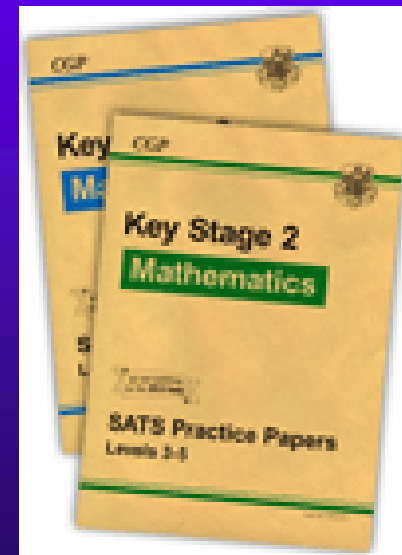


Support Materials

- ◆ http://www.bbc.co.uk/schools/teachers/ks2_activities/
- ◆ www.sats-papers.co.uk

Ordering CGP KS2 Study Guides

Please use Parentmail to order any guides.





Many thanks for attending this evening.