

Y6 SATs



Tea and Talk Key Stage 2 SATs

Mrs Dunne – Year 6 Lead
Mrs Hahn – Vice Principal

Darlinghurst
ACADEMY

What are the SATs?

- Standard Assessment Tests
- Tests for reading, maths, grammar punctuation and spelling
- Writing portfolio (moderated)



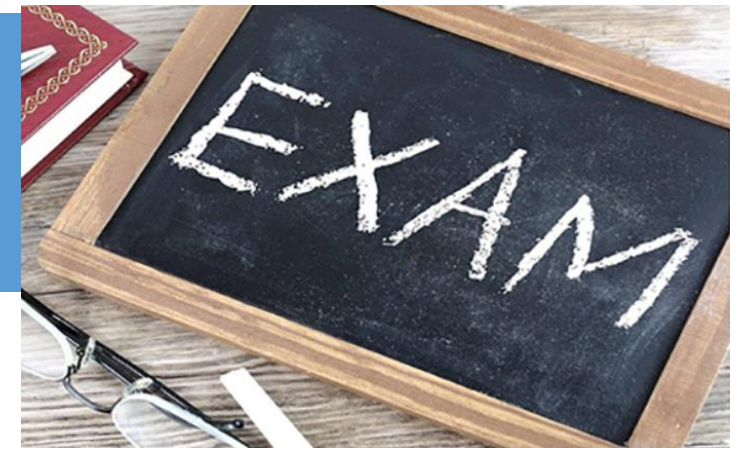
Achievement ★ **Belonging** ★ **Confidence** ★ **Determination** ★ **Excellence**

SATs week

- **MONDAY 12th May**
 - Punctuation, Vocabulary and Grammar (45 minutes)
 - Spelling (approximately 15 minutes)
 - **TUESDAY 13th May**
 - Reading (1 hour)
 - **WEDNESDAY 14th May**
 - Maths - Paper 1: Arithmetic (30 minutes)
 - Maths - Paper 2: Reasoning (40 minutes)
 - **THURSDAY 15th May**
 - Maths - Paper 3: Reasoning (40 minutes)
- If your child is absent, they can take them up to 5 school days later



SATs week



- The tests will take place during normal school hours, under exam conditions
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected after the test has ended
- Afterwards, the completed papers are sent away to be marked externally
- The children's results are sent back to school at some point in July and will be reported to parents and carers along with school reports



What sort of results are reported?

- A raw score (the total number of marks achieved for each paper)
- A scaled score (which is explained below)
- A judgement of whether the National Standard has been met.

External markers convert the raw score into a scaled score between 80 and 120.

100+ is meeting the national standard

110+ is working above the national standard (greater depth).



Achievement ★ **Belonging** ★ **Confidence** ★ **Determination** ★ **Excellence**



Grammar, punctuation and spelling

- Paper 1 is the longer paper lasts 45 minutes
- Paper 2 is spelling only –fill in a blank within a sentence



Achievement ★ Belonging ★ Confidence ★ Determination ★ Excellence

Multiple choice

1 Tick the sentence that must end with a **question mark**.

Tick one.

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

13 Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Completing sentences:

6 Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

Writing sentences:

38 Write a sentence using the word point as a **verb**.
Do not change the word.
Remember to punctuate your sentence correctly.

1 mark

Write a sentence using the word point as a **noun**.
Do not change the word.
Remember to punctuate your sentence correctly.

1 mark

15

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		



Reading paper

60 minutes, including reading the texts and answering questions.
3 different texts: non-fiction, fiction and/or poetry.

Content Domains:

- 2a) meaning of words in context;
- 2b) retrieve and record details from fiction and non-fiction;
- 2c) summarise main ideas;
- 2d) make inferences, justify inferences with evidence from the text;
- 2e) predictions;
- 2f) how information contributes to meaning as a whole;
- 2g) how meaning is enhanced through choice of words and phrases;
- 2h) make comparisons within the text.



Reading at home

When reading with your child at home, ask questions like:

- Which word/group of words means/suggests **annoyed**
- True or false - **the French authorities make it illegal for people to swim from France to England?**
- What impression do you have of **Harry Potter**?



Achievement ★ Belonging ★ Confidence ★ Determination ★ Excellence

15 (a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. _____

2. _____

2 marks

5 ...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

1. _____

2. _____

2 marks

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

	True	False
Two families fought for the throne.		
Maria's family symbol was the lion.		
The monument was for a prince.		
It was hot on the island.		

1 mark

Questions 1–11 are about *The Lost Queen* (pages 4–5)

1 Look at the paragraph beginning: *Glancing nervously...*

Find and **copy one** word meaning relatives from long ago.

1 mark



Maths - arithmetic



30 minutes, 40 marks.

Content:

- The four operations (division, multiplication, addition, subtraction and mixed operation calculations requiring BIDMAS)
- Number properties
- Percentages of amounts
- Calculations using decimals and fractions



14 $3.005 + 6.12 =$

1 mark

32 $43 \overline{)1118}$

Show your method

2 marks

4
$$\begin{array}{r} 2376 \\ \times 15 \\ \hline \end{array}$$

Show your method

2 marks

2 $1\frac{1}{7} - \frac{3}{7} =$

1 mark



Reasoning papers

40 minutes, 35 marks.

Requires children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

Content:

- Number and place value (including Roman Numerals)
- Addition, subtraction, multiplication and division calculations
- Geometry: properties of shapes; position and direction
- Statistics
- Measurement including length, perimeter, mass (weight), volume, time and money
- Algebra
- Ratio and proportion
- Fractions, decimals and percentages.

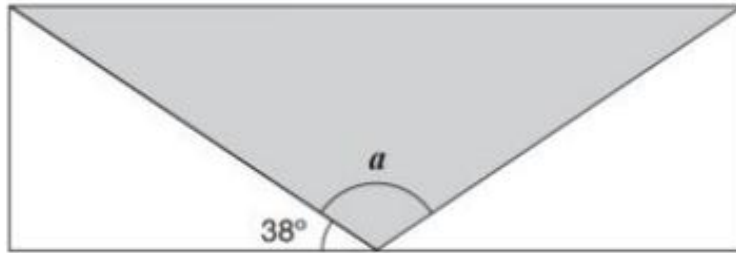
The questions get harder throughout the paper.

It is not unusual for a child to be unable to complete the entire paper in time.



15

A shaded **isosceles** triangle is drawn inside a rectangle.



Not
to
scale

Calculate the size of angle a .

Show
your
method

$$38 \times 2 = 76$$

$$180 - 76 = 104$$

$$a \text{ is } 104^\circ$$

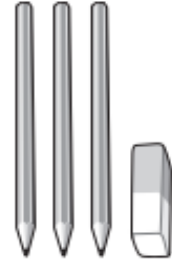
2 marks

9

6 pencils cost **£1.68**



3 pencils and 1 rubber cost **£1.09**



What is the cost of **1 rubber**?

Show
your
method

2 marks

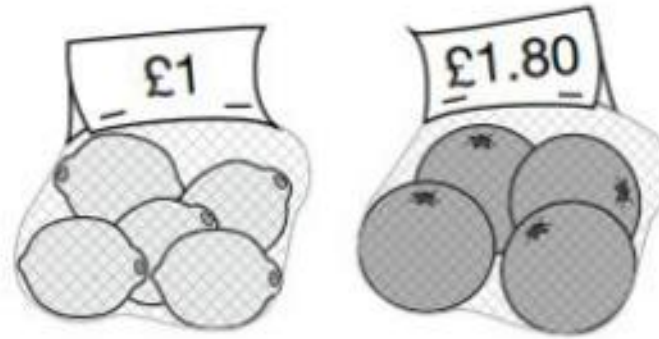


Achievement ★ Belonging ★ Confidence ★ Determination ★ Excellence

10

A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80



How much **more** does one orange cost than one lemon?

Show
your
method

$$100 \div 5 = 20 \text{ p}$$

$$180 \div 4 = 45 \text{ p}$$

$$45 \text{ p} - 20 \text{ p} = 25 \text{ p}$$

$$25 \text{ p} / \text{£}0.25$$

2 marks



Writing



Achievement ★ Belonging ★ Confidence ★ Determination ★ Excellence

Working at the expected standard	
Criteria:	
	<ul style="list-style-type: none"> 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)
	<ul style="list-style-type: none"> in narratives, describe settings, characters and atmosphere
	<ul style="list-style-type: none"> integrate dialogue in narratives to convey character and advance the action
	<ul style="list-style-type: none"> select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately - using contracted forms in dialogues in narrative
	<ul style="list-style-type: none"> select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately - using passive verbs to affect how information is presented
	<ul style="list-style-type: none"> select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately - using modal verbs to suggest degrees of possibility
	<ul style="list-style-type: none"> In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings and bullet points)
	<ul style="list-style-type: none"> use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
	<ul style="list-style-type: none"> use verb tenses consistently and correctly throughout their writing
	<ul style="list-style-type: none"> use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
	<ul style="list-style-type: none"> spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
	<ul style="list-style-type: none"> <u>maintain</u> legibility in joined handwriting when writing at speed.
Working at greater depth	
Criteria:	
	<ul style="list-style-type: none"> 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)
	<ul style="list-style-type: none"> distinguish between the language of speech and writing and choose the appropriate register
	<ul style="list-style-type: none"> exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
	<ul style="list-style-type: none"> <u>use</u> the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes,

Spelling lists

New Curriculum Spelling List Years 3 and 4



accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

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

How can I help my child at home?

Do!

- Be positive - as much encouragement and support as possible
- Direct any questions or concerns you have about SATs to us
- Encourage your child to talk to us or another adult they trust if they express persisting anxieties about SATs - though a small amount of anxiety is normal.
- If your child is unwilling to talk to us, talk to them yourself

Don't!

- Use past papers
- If your child has a tutor, insist they avoid them too



Advice for Year 6 children



- Attend school each day
- Complete your homework
- Follow advice from teachers and parents
- We are both cheering you on and want you to do your best
- Make sure you get plenty of sleep and stay well fed – sleep and food help keep the brain moving
- Read the questions carefully. This can help to avoid any mistakes.
- Don't worry if there's something you can't answer. Take a deep breath! You can always move on and go back later but it's better to write something rather than nothing
- Keep in mind year 6 SATs are just one week of your entire life!





Questions

Darlinghurst
ACADEMY