

# YEAR 6 SATS PARENT MEETING

Supporting Children Through Year 6 SATs

Tuesday 23<sup>rd</sup> January 2024



# OBJECTIVES OF THE MEETING:

- To gain an understanding of the assessments for Year 6;
- To heighten parents' awareness of the demands of the Year 6 end of year tests;
- To familiarise parents with the programme of preparation for the tests that school will be carrying out;
- To suggest tips for how parents can help children prepare for the tests.

Q: When do the Year 6 SAT tests take place?

A: The statutory key stage 2 tests are timetabled from Monday 13 May to Thursday 16 May 2024.

<b>Date</b>	<b>Activity</b>
Monday 13 May 2024	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May 2024	English reading
Wednesday 15 May 2024	Mathematics papers 1 and 2
Thursday 16 May 2024	Mathematics paper 3

# SCALED SCORES

Scaled scores are used to report national curriculum test outcomes.

Scaled scores help test results to be reported consistently from one year to the next. National curriculum tests are developed each year to the same specification. However, because the questions are different the difficulty of tests may vary slightly each year. Scaled scores maintain their meaning over time so that 2 pupils achieving the same scaled score in different years will have demonstrated a similar level of attainment.

A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answer correctly. The pupil's raw score is translated into a scaled score using a conversion table.

A scaled score of 100 will always represent the expected standard on the KS2 test.



# ENGLISH

The English assessments takes the form of three different aspects:

Reading

Grammar, Punctuation  
and Spelling

Writing

# THE READING TEST

- The reading test takes the form of a reading booklet that the children have to read and answer questions from.
- Children are allowed one hour to read the reading booklet and answer all the questions in the answer booklet. The reading booklet will contain a range of 3 or 4 different text types – *not* linked by theme. They could include narrative, recounts, persuasive, instructional, discursive and poetry text types.

# READING

- There is a strong focus on fictional texts.
- There is only one test paper.
- The test will encompass questions for all abilities of reader.
- The reading tests are externally marked and raw scores are awarded from this. At a later date, the school will then be provided with a scaled score – identifying whether the child has reached age-related expectation.

# RANGE OF QUESTIONS

Questions on the reading test require the children to:

- Show an understanding of the meaning of vocabulary in context – word meaning;
- Retrieve key details and quotations from text to demonstrate understanding;
- Summarise main ideas, events, characters and information;
- Make developed predictions that are securely rooted in text;
- Identify/explain how the choice of language enhances the meaning of texts;
- Make inferences and explain these with evidence from the text.



# QUESTIONS IN THE PAPER

- The reading answer booklet comprises approximately 35 to 40 questions (totalling 50 marks).
- The reading paper will have between 1500 words and 2300 words to read.
- Questions are worth 1, 2 or 3 marks (very few 3 mark questions).
- Children are encouraged throughout the test to use evidence from the text to support the answers that they make.



# QUESTION TYPES

Selected or constructed response	Question types	Example questions
<b>Selected response</b> 10–30%	Multiple choice	Where would you be most likely to see this text?  Tick one of the options below.
	Ranking / ordering	Number the events below to show the order in which they happen in the story.
	Matching	Match the text to the purpose.
	Labelling	Label the text to show the title.
<b>Short constructed response</b> 40–60%	Find and copy	Find and copy one word that suggests...
	Short response	What does the bear eat?
<b>Extended constructed response</b> 20–40%	Open-ended response	Look at the paragraph beginning: <i>Once upon a time...</i>  How does the writer increase the tension throughout this paragraph?  Explain fully referring to the text in your answer.

# SAMPLE QUESTION:

Look at the text box *Who has already had a holiday in space?*

Complete the table about Anousheh's trip into space.

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

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2 marks

# SAMPLE QUESTION:

Match the events below to the year in which they happened.

Anousheh Ansari went to space.

1969

The first man stepped on the Moon.

1998

Dennis Tito went to space.

2001

The International Space Station was built.

2006

1 mark

# SAMPLE QUESTION:

Make inferences from the text (explain and justify using evidence from the text)...

Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

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2 marks

# SAMPLE QUESTION:

Explain the meaning of words in context...

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

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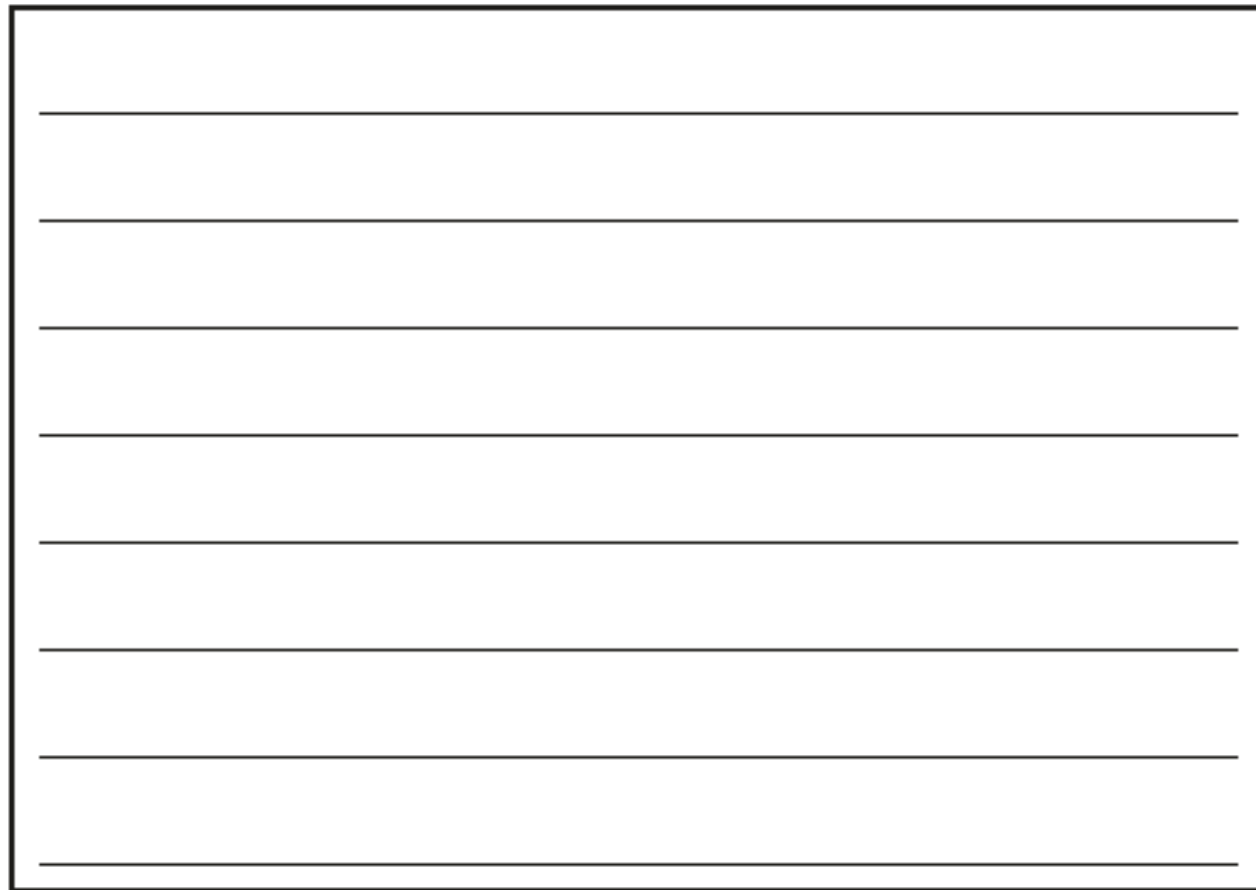
          
2 marks

The Iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the Iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.



3 marks



# WRITING

- A pupil's result for English writing will be a teacher assessment judgement of their work across Year 6.
- Children will carry out a variety of independent writing tasks
- These pieces of writing are used as evidence that inform teachers' overall judgements.



# EXCITING WRITING

- Children regularly participate in 'Exciting Writing' sessions.
- This involves children independently completing planning and a writing task.
- This builds on the work the children have completed in class, editing and improve their writing, following discussions with the teacher and their peers.
- This independent writing is used as evidence to support the end of year assessments for each child.

# WRITING ASSESSMENT

- At the end of the year, teachers use a wide range of children's writing to assess the standard of their writing.
- Children's writing is assessed, by teachers in Year 6, against the Teacher Assessment Framework and alongside our own assessment criteria.
- There is no writing test.

# TEACHING ASSESSMENT FRAMEWORK FOR WRITING

## 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 correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

# GRAMMAR, PUNCTUATION AND SPELLING

- A statutory test of English grammar, punctuation and spelling is carried out as part of the English assessment.
- This test focuses on the more 'technical' aspects of English and is externally marked.
- The current test adopts a similar format, but tests the aspects of Grammar, Punctuation and Spelling as set out in the 2014 curriculum.
- The English Grammar, Punctuation and Spelling test (GPS) has two components:
  - Test 1: short-answer questions;
  - Test 2: spellings.

# GPS PAPER 1 – GRAMMAR & PUNCTUATION

- Paper 1, the short-answer questions, consists of between 40 and 50 questions assessing grammar, punctuation and vocabulary. Each question is worth one or two marks with a total for the paper of 50 marks.
- The questions are:
  - selected response items (such as multiple choice questions)
  - short, open response items, in which children may have to write a word, a few words or a sentence.

# SAMPLE QUESTION

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

They bought new jumpers for themselves and a warm scarf  
for Dad.

# SAMPLE QUESTION

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		

# SAMPLE QUESTION

Complete the table below by adding a **suffix** to each noun to make an **adjective**.

Noun	Adjective
care	
nature	
mess	
danger	
beauty	



# SAMPLE QUESTION

Which sentence is written in the **active voice**?

Tick **one**.

The book was returned to the library yesterday.

The assembly was held in the hall.

The bad weather led to the cancellation.

The floods were caused by the heavy rain.

# SAMPLE QUESTION

Insert a **colon** in the correct place in the sentence below.

The school offered three clubs for its pupils art and craft,  
dance and chess.

# SAMPLE QUESTION

Tick to show which sentence uses the **past progressive**.

Tick **one**.

After Ali finished his homework, he went out to play.

Gemma was doing her science homework.

Jamie learnt his spellings every night.

Anna found her history homework difficult.

# GPS PAPER 2 – SPELLING

- Paper 2, the spelling task, consists of 20 sentences, which are read aloud by the test administrator – Priory Rise teachers.
- Each sentence has a word missing which the child must complete. The task is worth a total of 20 marks
- In this format, there is a larger weighting on the spelling scores for Year 6 pupils.

# SAMPLE

## 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 \_\_\_\_\_.

# GPS – HOW CAN I HELP MY CHILD?

- Learn the definitions of a wide range of word classes – e.g. verbs, nouns, adverbs, adjectives, prepositions etc.
- Write in full meaningful sentences and paragraphs, correctly punctuated.
- Complete all spelling investigation challenges.
- Complete any 'GPS' homework set.
- Revise the use of grammatical terms and how to apply these to writing.
- Use the GPS revision guides, which will be provided to the children in February.

# MATHS

This test comes in 3 parts:

- Paper 1 (Arithmetic) – 30 minutes
- Paper 2 (Reasoning) – 40 minutes
- Paper 3 (Reasoning) – 40 minutes

No calculators are allowed in any of the tests.

$$1 - \left(-\frac{1}{n+2}\right)^{n+1} + \frac{1}{n+1} \cdot \frac{1 - \left(-\frac{1}{n+1}\right)^{n+1}}{1 + \frac{1}{n+1}} = \int_{-a}^0 x^2 e^{ax} dx = \frac{1}{a} (x^2 e^{ax}) \Big|_{-a}^0 - \frac{2}{a} \int_{-a}^0 e^{ax} dx$$

$$= -a - \frac{2}{a} \left[ \frac{1}{a} (x e^{ax}) \Big|_{-a}^0 - \frac{1}{a} \int_{-a}^0 e^{ax} dx \right]$$

$$= -a - \frac{2}{a^2} \left[ \frac{1}{a} (e^{ax}) \Big|_{-a}^0 \right] = -a e^{-a^2} - \frac{2}{a} e^{-a^2}$$

$$= \frac{1}{a^2 e^{a^2}} [2e^{a^2} - 2 - 2a^2 - a^4]$$

$$-(x+t)I_2 + (xt - yz)I_3 = 0$$

$$\begin{pmatrix} x & y \\ z & t \end{pmatrix} - \begin{pmatrix} x+t & 0 \\ 0 & x+t \end{pmatrix} = \begin{pmatrix} -t & y \\ z & -x \end{pmatrix}$$

$$y \begin{pmatrix} -t & y \\ z & -x \end{pmatrix} = \begin{pmatrix} yz - xt & 0 \\ 0 & yz - tx \end{pmatrix} =$$

$$yz - xt I_2 = -(xt - yz) I_2$$

$I$ [mA]	0	0	4	50	104	170
$U$ [V]	0	0,5	0,6	0,8	0,9	1,0
$I$ [mA]	0	-1,05	-2,1	-3,2	-4,2	-5,3
$U$ [V]	0	-1	-2	-3	-4	-5
$I$ [mA]	0	0	4	44	115	175
$U$ [V]	0	0,4	0,6	0,8	0,9	1,0
$I$ [mA]	0	-0,4	-0,70	-1,12	-1,5	-1,9
$U$ [V]	0	-1	-2	-3	-4	-5
$I$ [mA]	0	1,4	2,8	4,2	5,6	7,1
$U$ [V]	0	1	2	3	4	5
$I$ [mA]	0	-1,4	-2,8	-4,2	-5,6	-7,1
$U$ [V]	0	-1	-2	-3	-4	-5

# PAPER 1 – ARITHMETIC

- Pure calculation (not word problems)  $+$ ,  $-$ ,  $\times$ ,  $\div$  – fractions and decimals as well as percentages of amounts, BODMAS, indices.
- There is 30 minutes for this test with approximately 36 questions totalling 40 marks.
- Each question is 1 mark except long multiplication and division questions – they are 2 marks.
- The children will need to be fluent with times tables and number facts to be successful because part of the challenge of this test is the timing.



# SAMPLE QUESTIONS

16

$1,440 \div 12 =$

A grid for working out the answer to question 16. The grid is 20 columns wide and 10 rows high. A small white box is located in the bottom right corner of the grid, intended for the final answer.

1 mark

17

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

A grid for working out the answer to question 17. The grid is 20 columns wide and 10 rows high. A small white box is located in the bottom right corner of the grid, intended for the final answer.

1 mark

18

$1.52 \times 6 =$

A grid for working out the answer to question 18. The grid is 20 columns wide and 10 rows high. A small white box is located in the bottom right corner of the grid, intended for the final answer.

1 mark

# SAMPLE QUESTIONS

31

$$20 - 4 \times 2 =$$

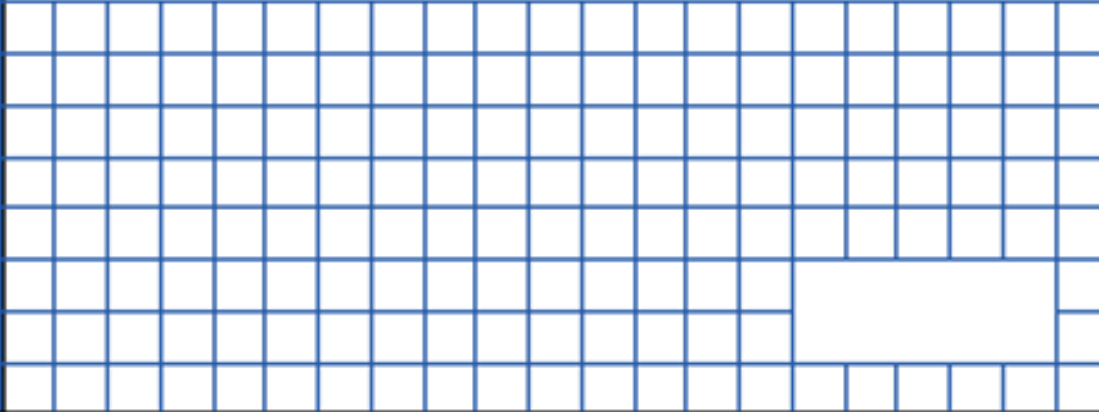



1 mark

# SAMPLE QUESTIONS

32

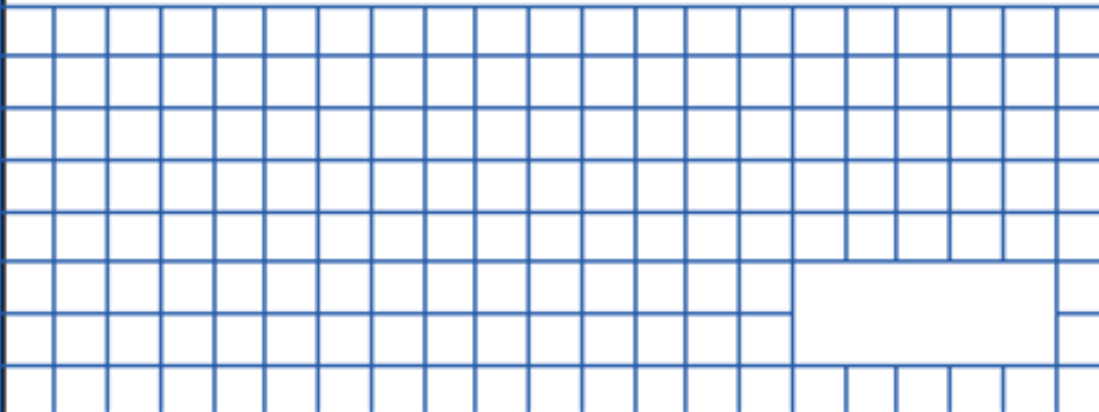
$$\frac{2}{5} \div 2 =$$



1 mark

33

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



1 mark

# PAPERS 2 AND 3 – REASONING

- Each test is 40 minutes long and worth 35 marks.
- Children are allowed pencils, eraser, ruler, protractor and mirror (all provided by school).
- These questions involve multi-step problem-solving and calculating within a context often using many areas of the maths curriculum.

# SAMPLE QUESTION

①

Hayley rounded a number to the nearest 10.  
Her answer was **50**.

Circle all the numbers below that she could have started with.

42

47

54

45

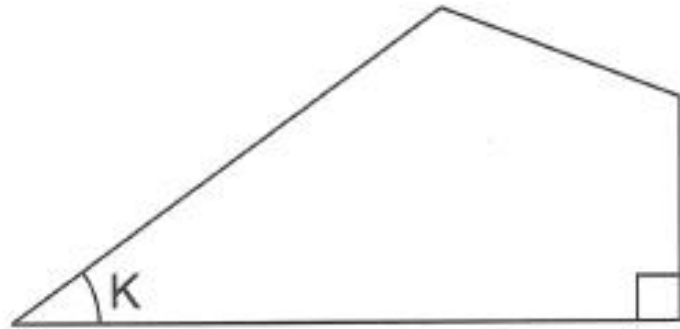
58

52

# SAMPLE QUESTION

9

Look at the shape below.



How many **obtuse** angles are there in the shape?

1 mark

Use a protractor (angle measurer) to find the size of **angle K**.

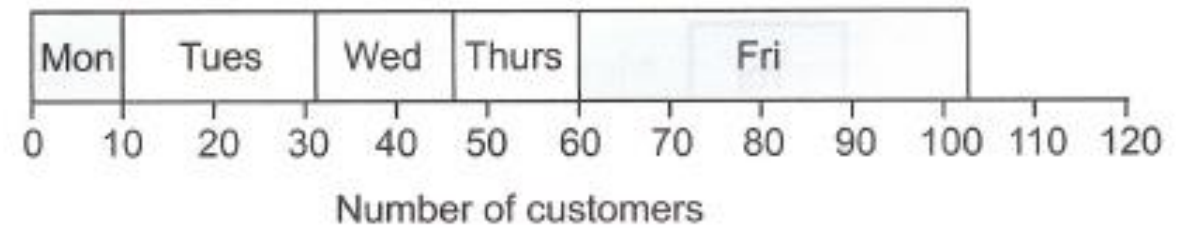
1 mark



# SAMPLE QUESTION

4

The chart shows the number of customers a café had over 5 days.



How many customers were there **altogether** on Tuesday, Wednesday and Thursday?

Write down all the days when there were **fewer** than 20 customers.



# SAMPLE QUESTION

20

A shop sells only strawberry and vanilla ice creams.

One day,  $\frac{4}{7}$  of the ice creams they sold were strawberry.

They sold 36 vanilla ice creams.

How many ice creams did they sell in total?

Show  
your  
working

The grid is 20 columns wide and 15 rows high. A small empty rectangular box is located in the bottom right corner of the grid, spanning approximately 5 columns and 2 rows.

# MATHS TESTS

- The questions are arranged roughly in order of difficulty.
- The children's marks from all three tests are combined to calculate their overall score out of 110.
- Usually, a standardised score of 100 equates to a raw score between 57–61.

# TYPES OF QUESTIONS

- Multiple choice (Tick or match answers).
- 1 mark questions (Just an answer required although we always encourage jottings).
- 2 or 3 mark questions (multiple steps and show workings).
- These are on all areas of the maths curriculum – number, using and applying, shape, measure and data handling. However, the questions are heavily weighted towards number.

# HELPING AT HOME

- Times table learning – <http://www.topmarks.co.uk/maths-games/hit-the-button> or google 'hitthebutton'.
- Times table Rockstars.
- Little and often is more effective than long stretches less often.
- Mymaths – you have access to all the activities – they don't have to be set for homework  
(Username: prioryrs Password: bronte).
- Make use of the revision guides that will be sent home with the children in February.

# HELPING AT HOME

The children need to be fluent with things, such as:

- prime numbers under 20;
- the properties of shapes;
- how many g in a kg and other conversions;
- reading graphs and charts;
- reading bus or train timetables;
- ensuring children can read time on analogue and digital clocks;
- times tables.

# HOW CAN I HELP MY CHILD THROUGH SATs WEEK?

- Be positive – encourage an 'I can' attitude.
- Lots of praise and encouragement.
- Ensure detail and quality in SATs related homework tasks.
- Use internet support materials together.
- Use revision guide materials together.

STAY  
POSITIVE  
WORK  
HARD  
MAKE IT  
HAPPEN

# HOW CAN I HELP MY CHILD THROUGH SATs WEEK?

- Ensure that children get plenty of sleep.
- Encourage children to attend school.
- Provide healthy breakfasts, snacks and drinks – lots of water
- Speak to the Year 6 teachers if you are worried – we are happy to listen, answer questions and support in any way that we can.
- Encourage children to talk to staff about any aspects of the curriculum that they need more support, teaching or consolidation.



# MANY THANKS FOR ATTENDING THIS EVENING!

We are more than happy to answer any further questions that you might have. Please let us know via the Year 6 email ([year6@pioryrise.milton-keynes.sch.uk](mailto:year6@pioryrise.milton-keynes.sch.uk)) and we will get back to you as soon as we can.