



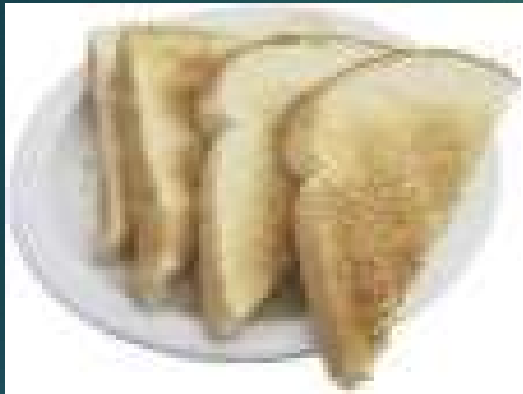
Year 6 SATs meeting

7TH FEBRUARY 2019

Year 6 SATs

- ▶ Welcome
- ▶ Breakfast club
- ▶ SATs week timetable
- ▶ Format of SATs papers
- ▶ Example questions
- ▶ How we are preparing your children in school
- ▶ How you can help your children at home
- ▶ SATs results & Teacher Assessment
- ▶ Illness & unforeseen circumstances
- ▶ SATs information letter
- ▶ Questions

Breakfast club



A relaxing, non-threatening start to the day.

A boost to concentration levels.

Timetable



Mon 13th May	Tues 14th May	Wed 15th May	Thurs 16th May	Fri 17th May
Grammar, Spelling & Punctuation Paper 1 – short answers <i>45 mins</i>	Reading Test <i>60 minutes</i>	Maths Paper 1 – Arithmetic <i>30 mins</i>	Maths Paper 3 - Reasoning <i>40 mins</i>	
Grammar, Spelling & Punctuation Paper 2 – Spelling <i>15 mins</i>		Maths Paper 2 – Reasoning <i>40 mins</i>		

Format of papers



English

Grammar, Spelling & Punctuation - Paper 1 (45mins)

Grammar, Spelling & Punctuation Paper 2 – Spelling focus (15mins)

Reading test (60mins)

KS2 Reading

- a reading booklet containing three texts which increase in demand throughout the booklet.

Reading	Answer booklet & Reading text (1800-2300 words)	50 marks	60 minutes including reading time

Table 1: Content domain coverage for the English reading test

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>

Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

4

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A bear?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shrimed where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unskilful gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glimmering grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.

5

1

Look at the introduction.

Why is space tourism *impossible* for most people?

29

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.

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. _____

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.

English – Grammar Test

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"/>

28

Which sentence shows the correct agreement between **subject** and **verb**?

Tick **one**.

The walkers carries their lunch in their backpacks.

☐

They eats all the pudding.

☐

The baker makes gorgeous cakes.

☐

He go to the dentist every month.

☐

1 mark

11 In the next passage, five words have been underlined.

In the table below the passage, tick one box in each row to show the **word class** of the underlined word.

Luckily, Alison saw where the squirrel had taken her purse. It had run to a tree that had a hole in its trunk. She bravely reached into the hole, trying to catch the little thief. She groped about with one hand, but could feel nothing but wood. Then she felt a stab of pain as something sharp bit her finger. The squirrel shot out of the hole, and Alison triumphantly pulled out her purse.

Word	Word Class				
	Pronoun	Verb	Adverb	Determiner	Noun
bravely					

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.		

19

Circle the two words in the sentence below that are **synonyms** of each other.

He was lucky to win first prize – he knew it was fortunate that his closest rival had decided not to take part.

6

Circle the **relative clause** in the sentence below.

The blue car that was parked outside the shop was for sale.

☐

1 mark

7

Which option correctly introduces the **subordinate clause** in the sentence below?

Jay wanted to go to the party _____ he wasn't feeling very well.

Tick **one**.

furthermore

☐

in addition

☐

otherwise

☐

even though

☐☐

1 mark

21

Write a sentence using the word cover as a **noun**.
Remember to punctuate your answer correctly.

Write a sentence using the word cover as a **verb**.
Remember to punctuate your answer correctly.

30

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.

☐

Spelling

Spelling 2: The word is **mission**.

The spy was sent on a secret **mission**.

The word is **mission**.

Spelling 3: The word is **loose**.

For PE lessons, your clothes should be **loose** and comfortable.

The word is **loose**.

Spelling 4: The word is **sign**.

The **sign** showed which way to go.

The word is **sign**.

Spelling 5: The word is **country**.

China is a large **country**.

The word is **country**.

Spelling 6: The word is **gymnastics**.

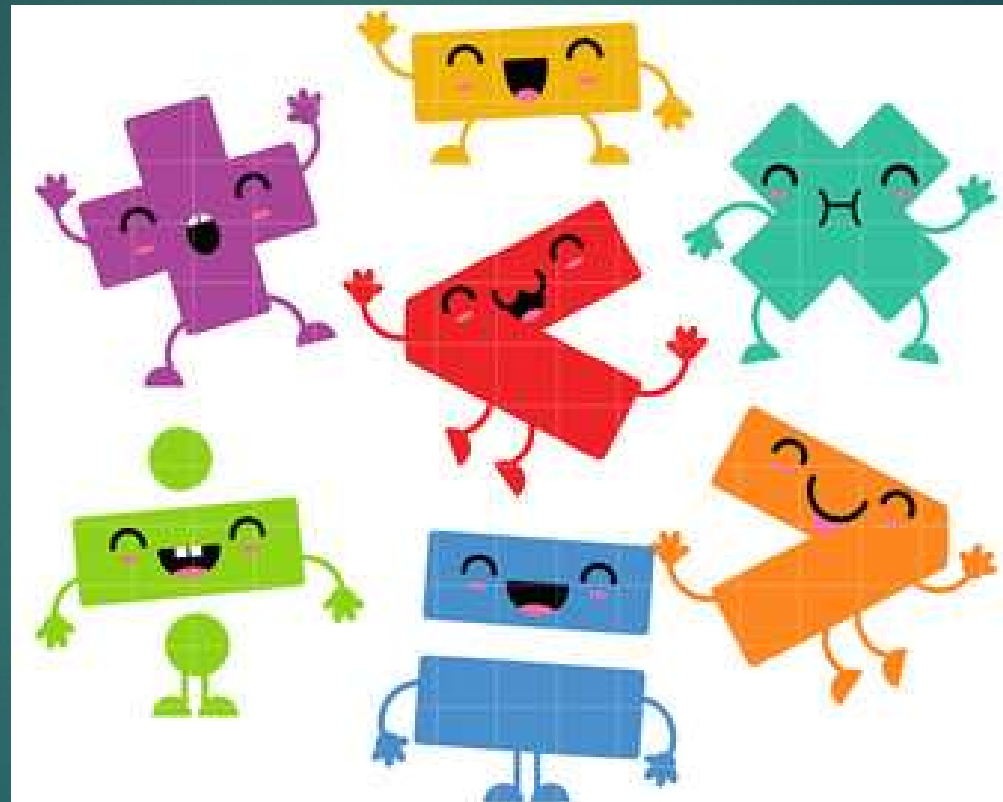
Laura won a medal for **gymnastics**.

The word is **gymnastics**.

Spelling 7: The word is **edible**.

Not all berries are **edible**.

Maths Papers



Format of papers

Paper 1:	Arithmetic Pupils confidence with the range of mathematical operations	(40 marks)	30 mins
Paper 2:	Reasoning Mathematical fluency, problem solving and reasoning	(35 marks)	40 mins
Paper 3:	Reasoning Mathematical fluency, problem solving and reasoning	(35 marks)	40 mins

Paper 1

1

$$979 + 100 =$$

11

$$630 \div 9 =$$

26

$$\frac{1}{4} \times \frac{1}{8} =$$

8

$$2.5 + 0.05 =$$

17

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

34

3 7 2 3 3 1

35

$$\frac{3}{4} + \frac{7}{8} =$$

Paper 2

2

A pack of paper has 150 sheets.

4 children each take 7 sheets.

How many sheets of paper are left in the packet?

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?

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

5

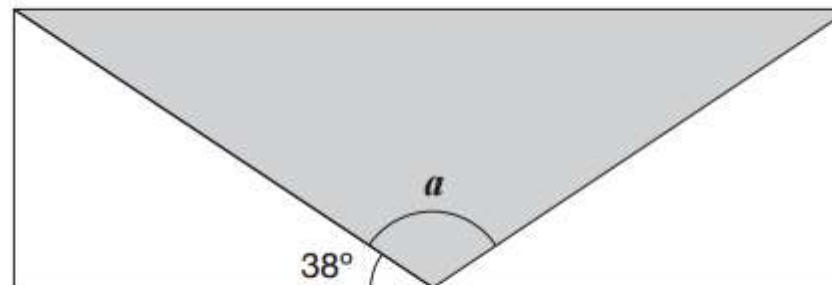
What is 444 minutes in hours and minutes?

hours

minutes

15

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



Not
to
scale

Calculate the size of angle a .

Paper 3

12

Two decimal numbers add together to equal 1

One of the numbers is 0.007

What is the other number?

16

Lara chooses a number less than 100

She divides it by 3 and then subtracts 11

She then divides this result by 2

Her answer is 10.5

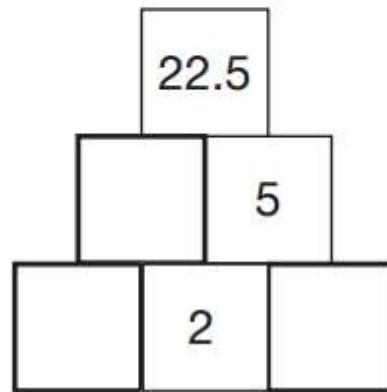
What was the number she started with?

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.




19

The area of a rugby pitch is 6,108 square metres.

A football pitch measures 112 metres long and 82 metres wide.

How much larger is the area of the football pitch than the area of the rugby pitch?



Children MAY ask to have words read to them but
we cannot tell them what mathematical terms
mean.



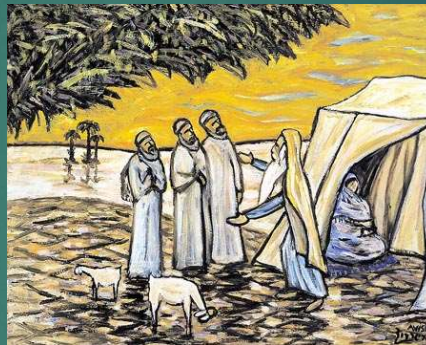
How we are preparing your children in school

- ▶ Exposure to past questions
- ▶ Encouraging extra detail to answers
- ▶ Modelling answers
- ▶ Teaching 'tricks'
- ▶ Setting timed work for speed practice
- ▶ Revision drop-in sessions
- ▶ BUT.....



We are:

Still teaching normal lessons!



How you can help your children at home

- ▶ Encourage reading
- ▶ Find opportunities to discuss the meaning of new words (synonyms & antonyms)
- ▶ Quick fire/fun mental maths
- ▶ Test on times tables and division facts
- ▶ Encourage discussion e.g. about a text or a TV programme
- ▶ Revision sites on school website
- ▶ Encourage children to use revision books

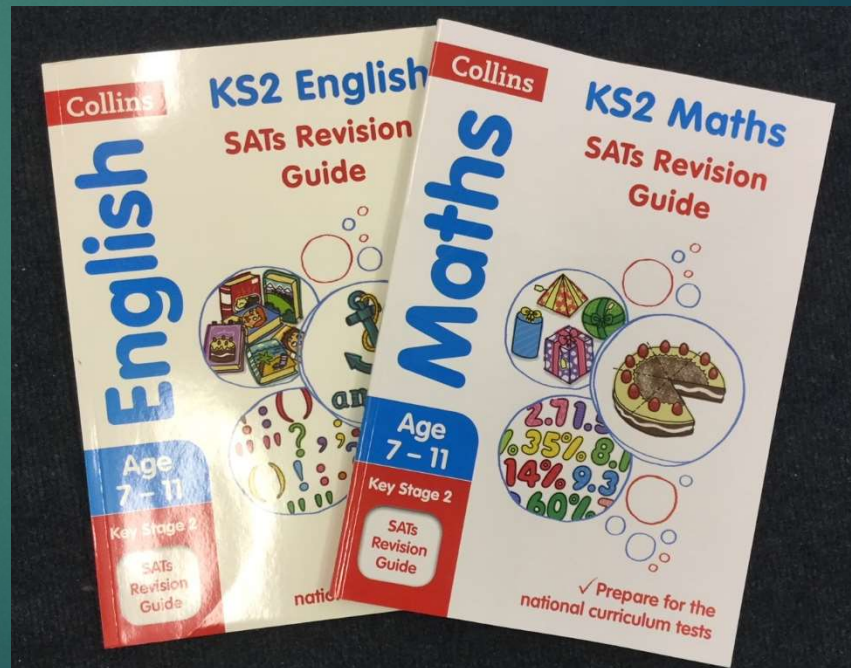
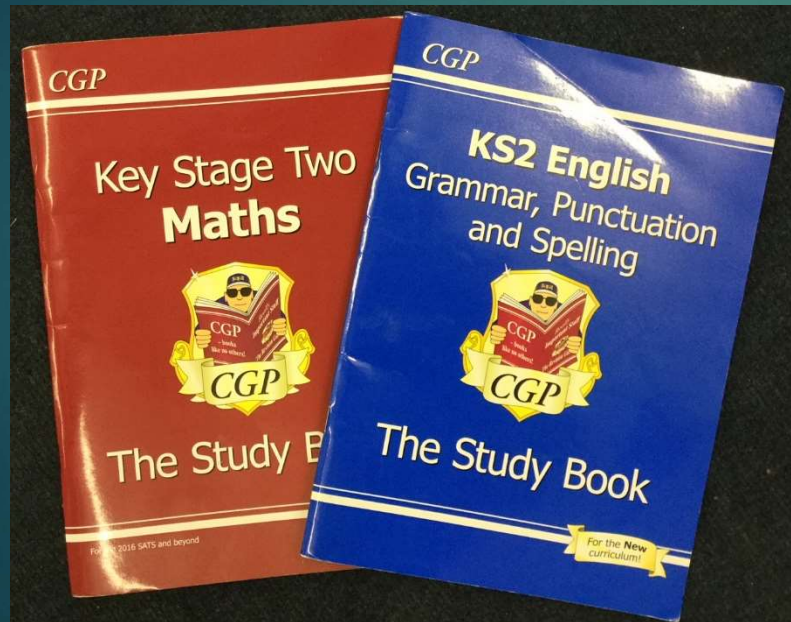
Revision/Books



- ▶ Each child will receive over £25 worth of books to help them prepare for SATs in and out of school.
- ▶ To help with funding these books we have sent a letter home asking for a voluntary contribution of £5 towards this.

Revision books

- ▶ To go home and revise with.
- ▶ To be returned after SATs.
- ▶ Please do not write in the books.



Homework books

- ▶ Homework will be set each Friday, due in on Wednesday.
- ▶ Check homework diaries for pages to be completed.
- ▶ Books are for children to write in and keep.



SAT Buster - 10 Minute Test Books

- ▶ These books will be used in lessons, focus groups and for DAB activities.
- ▶ Variety of focus areas for each test.
- ▶ Books will come home with children after SATs.



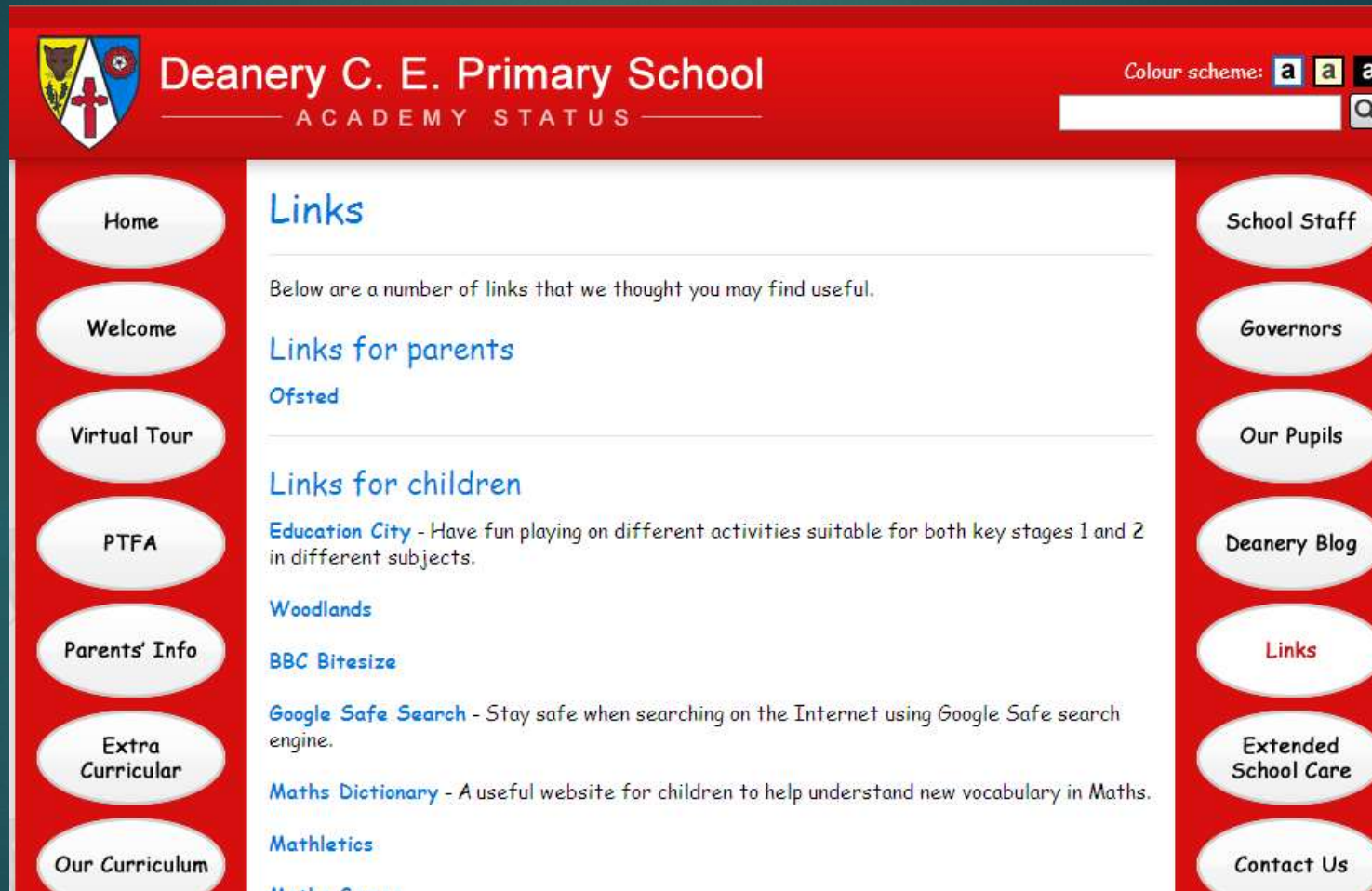
Useful revision sites

BBC new Bitesize Revision Site

(Link on the Deanery website)



Useful revision sites



The screenshot shows the website for Deanery C. E. Primary School, which has 'ACADEMY STATUS'. The page is titled 'Links' and provides a collection of useful educational resources. The website features a red header with the school's crest and logo, and a search bar. The main content area is divided into three columns: a left sidebar with navigation links, a central content area with the 'Links' page, and a right sidebar with additional links. The 'Links' page lists several resources, including 'Ofsted', 'Education City', 'Woodlands', 'BBC Bitesize', 'Google Safe Search', 'Maths Dictionary', 'Mathletics', and 'Maths Games'. The left sidebar contains links to 'Home', 'Welcome', 'Virtual Tour', 'PTFA', 'Parents' Info', 'Extra Curricular', and 'Our Curriculum'. The right sidebar contains links to 'School Staff', 'Governors', 'Our Pupils', 'Deanery Blog', 'Links', 'Extended School Care', and 'Contact Us'.

Deanery C. E. Primary School
ACADEMY STATUS

Colour scheme: [a](#) [a](#) [a](#)

Links

Below are a number of links that we thought you may find useful.

Links for parents

[Ofsted](#)

Links for children

[Education City](#) - Have fun playing on different activities suitable for both key stages 1 and 2 in different subjects.

[Woodlands](#)

[BBC Bitesize](#)

[Google Safe Search](#) - Stay safe when searching on the Internet using Google Safe search engine.

[Maths Dictionary](#) - A useful website for children to help understand new vocabulary in Maths.

[Mathletics](#)

[Maths Games](#)

Navigation Links (Left Sidebar):

- Home
- Welcome
- Virtual Tour
- PTFA
- Parents' Info
- Extra Curricular
- Our Curriculum

Navigation Links (Right Sidebar):

- School Staff
- Governors
- Our Pupils
- Deanery Blog
- Links
- Extended School Care
- Contact Us

How you can help your children at home?

Let them have fun!



How will the tests be marked?



- ▶ KS2 tests will continue to be marked externally, with the exception of writing which will be teacher assessed.
- ▶ You will receive scaled scores for the test, and not levels. This scaled score will be based, like international tests, on 100 as the norm. The expected standard will be a score of 100, and scores of above and below 100 will show pupils exceeding and failing to meet the expected standard.

How you will receive results

Teacher Assessment Results:

English Reading	Working at the expected standard
English Writing	Working at the expected standard
Mathematics	Has not met the standard
Science	Working at the expected standard

Key to Teacher Assessment Results:

Note: not all results are valid for all Areas of Learning

GDS is awarded if the pupil is working at greater depth at the expected standard.

EXS is awarded if the pupil is working at the expected standard.

WTS is awarded if the pupil is working towards the expected standard (writing only).

HNM is awarded if the pupil has not met the standard.

PKG is awarded if the pupil is working growing development of the expected standard.

PKE is awarded if the pupil is working at early development of the expected standard.

PKF is awarded if the pupil is working at foundations for the expected standard.

BLW is awarded if the pupil is below the standard of the tests.*

* to be reported with P-scales or NOTSEN as appropriate

A is awarded if the pupil was absent.

L is awarded if the pupil has left.

D is awarded if the pupil is disapplied.

F is awarded if the pupil will take test in the future.

P is awarded if the pupil has taken test in the past.

How you will receive results

Test Results:

English Grammar, Punctuation, Vocabulary and Spelling	
Grammar, Punctuation & Vocabulary Test	25
Spelling Test	16
Grammar, Punctuation, Vocabulary and Spelling Test Total	41
Grammar, Punctuation, Vocabulary and Spelling Scaled Score	102
Grammar, Punctuation, Vocabulary and Spelling Outcome	Achieved Standard
English Reading	
Reading Test	21
Reading Scaled Score	96
Reading Outcome	Not Achieved Standard
Mathematics	
Mathematics Arithmetic Test	22
Mathematics Reasoning Test 1	16
Mathematics Reasoning Test 2	11
Mathematics Total Test	49
Mathematics Scaled Score	98
Mathematics Outcome	Not Achieved Standard

Key to Test Results:

Scaled Scores

Scaled scores are used all over the world. They help test results to be reported consistently from one year to the next. The national curriculum tests are designed to be as similar as possible year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment. On the scale 100 will always represent the 'national standard'. However, due to the small differences in difficulty between tests, the 'raw score' (ie the total number of correct responses) that equates to 100 might be different (though similar) each year.

Outcomes

AS is awarded if a pupil has achieved the standard.
 NS is awarded if a pupil has not achieved the standard.
 A is awarded if a pupil was absent from one or all of the test papers.
 B is awarded if a pupil is working below the level assessed by the tests.
 L is awarded if a pupil has left the school.
 M is awarded if a pupil has missed the test.
 T is awarded if a pupil is working at the level of the tests but is unable to access them.
 F is awarded if a pupil will take the test in the future.
 P is awarded if a pupil has taken the test in the past.
 Q is awarded if there has been any maladministration.
 H is awarded if a pupil has cheated.
 CA is awarded if a pupil has had special consideration applied which has led to their actual ability in the test being affected.
 CN is awarded if a pupil has had special consideration applied which has not led to their actual ability in the test being affected.

Illness/unforeseen circumstances



- If your child is unable to attend school due to illness, please phone school by 9am.
- We leave the decision as to whether a child attends school if unwell to parental judgement.
- A child who does not take all of the tests does not get a final “judgement” for that subject.
- If, due to unforeseen circumstances, your child is going to be late please phone school ASAP before 9am.
- School can request a timetable variation of up to 5 days, the request has to be officially submitted and agreed by the STA before a child can take the test at a different time.

Questions

