



Year 6 SATs 2020

What are the SATs?

- ▶ Standard Assessment Tests, which are taken by children in Year 2 and Year 6 at primary school.
 - ▶ Key Stage 2 SATs are set by the government to test the children on what they have learnt throughout Key Stage 2 (years 3 – 6).
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Which subjects are tested?

- ▶ Maths
 - ▶ Reading
 - ▶ Grammar, punctuation and spelling
 - ▶ Writing is also assessed but this is done throughout the year and is assessed by the Year 6 teachers. There is no writing test during SATs week; however, writing assessments need to be submitted at the end of June.
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When do the SATs tests take place?

- ▶ Test week is the week of 11th May 2020

Date	Test
Monday 11 th May	<u>Grammar, punctuation and spelling</u> Paper 1 – Short answers Paper 2 – Spelling
Tuesday 12 th May	Reading
Wednesday 13 th May	<u>Maths</u> Paper 1 – Arithmetic Paper 2 – Reasoning
Thursday 14 th May	<u>Maths</u> Paper 3 – Reasoning

Changes to the SATs

- ▶ Your child will not be awarded a level for their SATs.
- ▶ Instead you will be given information that says whether your child:
 - is working at the expected level for a Year 6 child.
 - has not met the expected level for a Year 6 child.
- ▶ There were changes made to the tests to fit with the new raised expectations set by the government.

How many marks will be needed for children to reach the expected standard for Year 6?

Last year...

Maths 53% (58 marks out of 110 marks across 3 tests)


Reading 56% (28 marks out of 50 marks in 1 test)

Grammar, Punctuation and Spelling 51%
(36 marks out of 70 marks across 2 tests)



Maths

Paper 1 – Arithmetic test

- ▶ Children will be given 30 minutes to answer approximately 36 calculation questions.
 - ▶ The questions involve: addition, subtraction, multiplication and division, including calculations involving fractions and percentages.
 - ▶ Children will be expected to work out some questions mentally and some using formal written methods eg. column addition.
 - ▶ The weekly homework given out in Year 6 is all based on arithmetic and what the children will need to know for the test.
 - ▶ Quick recall of times tables facts as well as knowing addition and subtraction facts to 20 is very important so that the children can work quickly and accurately through the test paper.
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Maths – Arithmetic questions

6

$$2.7 + 3.014 =$$

☐

1 mark

26

$$\frac{1}{4} + \frac{1}{5} + \frac{1}{10} =$$

☐

1 mark

Maths – Arithmetic questions

20	<div><div>17714</div></div>	<div><div></div></div> <div>2 marks</div>
Show your method	<div></div> <div></div>	
29	<div>45% of 460 =</div>	<div><div></div></div> <div>1 mark</div>

Maths

Paper 2 – Reasoning and Paper 3 – Reasoning

- ▶ Children will be given 40 minutes to answer approximately 20 questions.
- ▶ These tests involve a range of questions in a variety of contexts, including word problems.
- ▶ The tests also involve questions where the children having to find missing numbers, spot incorrect answers and explain why a statement is true or false.

- ▶ The questions are linked to:
 1. Number (including fractions), ratio and algebra
 2. Shape and measures
 3. Statistics (graphs, charts and tables)

Maths – Reasoning questions

18

A **square** number and a **prime** number have a total of 22

What are the two numbers?

$$\boxed{} + \boxed{} = 22$$

square prime
number number

1 mark

Maths – Reasoning questions

11 Here is a rule for the time it takes to cook a chicken.

**Cooking time = 20 minutes plus an extra
40 minutes for each kilogram**

How many minutes will it take to cook a 3 kg chicken?

minutes

1 mark

What is the mass of a chicken that takes 100 minutes to cook?

kg

1 mark

Maths – Reasoning questions

20

Adam says,

0.25 is **smaller** than $\frac{2}{5}$



Explain why he is correct.

A large, empty, cloud-shaped box with a scalloped border, intended for the student to write their explanation.


1 mark

Times tables rockstars

- ▶ Download the app and/or access on website
- ▶ Pupils have individual usernames and passwords
- ▶ Crucial pupils know facts as helps score marks in arithmetic paper and also isn't a barrier to problem solving
- ▶ Pupils can compete with other pupils in school and around the world anonymously
- ▶ Free to download!!!
- ▶ <https://ttrockstars.com>



Reading

- ▶ There is one test which will last for 1 hour.
 - ▶ Children will have a reading booklet, which will consist of 3 different texts.
 - ▶ There will be a set of questions, which will increase in difficulty, on each text.
 - ▶ There is a range of questions where children will have to: circle the correct answer, find and copy words, tick boxes, write an explanation, match pieces of information and use their inference skills.
 - ▶ There are approximately 36 questions for the children to answer.
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What is Ajay doing when the post arrives?

1 mark

Look at the paragraph beginning: *'You boys best get to school...'* to the end of page 4.

'But what about...?' Joe started to say.

Which words would best complete Joe's question?

Tick **one**.

your breakfast ☐

our games ☐

your job ☐

our homework ☐

1 mark

Look at page 4.

Find and **copy one** word which shows that Joe is angry.

1 mark

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

	True	False
The park has been looked after by a park warden.		
The park is going to be replaced with a shopping centre.		
Building work in the park will start at the end of July.		
The warden had two weeks' notice of the park's closure.		

2 marks

Look at the section headed: **Save our bees.**

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
The Bumblebee Conservation Trust is worried about bees.	
The leaflet makes readers feel hopeful for bumblebees.	

2 marks

Look at the whole text.

Complete the table below to show what the text says you can do to help bumblebees.

Help for all bumblebees	Help for a weak bumblebee
1. _____ _____	1. _____ _____
2. _____ _____	

2 marks

Look at page 7.

(a) Tick one box in each row to show whether each of the following flowers is **bee-friendly** or **not bee-friendly**.

	Bee-friendly	Not bee-friendly
lavender		
pansy		
herbs		
wild rose		

1 mark

(b) Explain why the flowers that are not bee-friendly do not attract bees.

1 mark


Bumblebees are very important to the human race.

Give **two** ways they are important.

1.
2.

2 marks

Reading in school

- ▶ Reading journals – these have replaced the reading diaries from last year. Children can complete tasks as well as record the reading they have done for the week.
 - ▶ Recommended reads – each class has a set of 20 books that the children should aim to read during this year. These books have been recommended by a reading specialist. Each teacher has also recommended 20 books that the children should also aim to read this year.
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Reading in school

- ▶ Oxford Reading Buddy – this is replacing Accelerated Reader. It is an online service that helps children with their reading. We are currently updating iPads so that the children can do an initial online assessment. Once they have done this, the children will be able to access it online from home. They will then be able to read e-books and take a quiz on the book they have read.

GAPS – Grammar, Punctuation and Spelling

- ▶ There are 2 tests: Short answer questions and a spelling test.

Short answer questions

- ▶ Children are given 45 minutes to answer up to 50 questions.
- ▶ Questions require children to respond in a variety of ways eg. Identifying by circling or underlining, correcting a sentence, explaining and filling in the gaps.
- ▶ The weekly homework given out in Year 6 is in the same format as the test and uses a lot of the new vocabulary that the children are required to know .

GAPS – Grammar, Punctuation and Spelling

37 Circle the **relative pronoun** in the sentence below.

The mountain, which could be seen in the distance, had snow
on top of it.

1 mark

GAPS – Grammar, Punctuation and Spelling

47

Rewrite the sentence below in the **active**.
Remember to punctuate your answer correctly.

The vital clues were discovered by the detective.

1 mark

GAPS – Grammar, Punctuation and Spelling

48

Rewrite the underlined verbs in the sentence below so that they are in the **present progressive** form.

Jim learns French at school. He plans to ski in the Alps in the spring.

↓

↓

1 mark

GAPS – Test Marking

Incorrect –
dot is too
high

2

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

Come and see me tomorrow; I will not have time to see you today.

Incorrect –
inclines to
the right

19

Insert a **pair of commas** in the correct place in the sentence below.

I enjoy sitting in my bedroom, even though it is quite small, and listening to music.

GAPS – Test Marking

Incorrect –
capitalisation
within the
sentence

38 Complete the sentence below with the simple past tense of the verbs in the boxes.

I Played netball last weekend, but I only knew

↑ ↑

to play to know

where the match was the day before.

↑

to be


GAPS – Grammar, Punctuation and Spelling

▶ Spelling Test

This test does not have a specific time limit but it takes approximately 15 minutes.

- ▶ 20 spellings are tested.
- ▶ The class teacher will read these within a sentence and the children will write the spelling only.
- ▶ The spellings tested contain rules that the children will have learnt throughout KS2.
- ▶ The weekly spelling tests in Year 6 include words from the year 5 and 6 rules.

Writing

- ▶ There will be no writing test in SATs week.
 - ▶ Teachers will assess writing that the children produce during their daily English lessons.
 - ▶ Final writing assessments will be taking place up until the last week in June so it is important that children are in school every day.
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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 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

contribute to the fund for helping these human beings who are desperate for aid that can be easily given. Save The Children is a group that are raising money to try and help Syrian and Ethiopian children from falling into malnutrition. 90% of crops have withered away ^{which} and is starving many children who rely on them. An international appeal for more than £1 billion to replenish fast-depleting food reserves is still missing £400 million. I wonder how many have risked death today?

Aisha's toddler, Hawa, was diagnosed with severe, acute malnutrition last weekend, at a mobile health clinic in dusty scrublands near the town of Erer, but a life-saving pack of peanut paste was able to spare her. Now we will have a few words from our eye witness, Miss XXXXX XXXXX.

XXXXX: Hello there, being here right now really makes you really realise how traumatic this life is for innocent people and how lucky we are to be able to sit and relax in our homes with a dinner in front of us at in the evenings. Aisha, whose daughter was very ill, almost lost her dad.

Thank you XXXXXX, now back to you, XXXXXX.

XXXXX: Thank you BBC. By now, you must realise how serious this is. XXXXXX, who was kind enough to go out there for us, has found this very hard, so thank you to her. Here, right now is awful. The heat is scorching my skin as well as the earth and has turned it solid and crisp. The extremely deadly have been marked on their foreheads. Famine has caused the death of millions of people. Thank you for reading and I hope you have realised the seriousness of these words. Thank you.

January 12th 1989

'The Peggy Sue

Dear Gran,

It is wonderful to hear from you. I'm extremely sorry we yet have not written to you once again. We miss you loads and loads, but we have been so busy. Before I tell you all of that, I can reassure you that Stella is loving it here with all the fresh air but we understand that she is not a fish, which is why we will only be out here for a year or so. I am truly sorry that you have not been able to sleep, but keep in mind that we are safe and happy here. You do not have to worry about my education as I am thriving here - it is better than school!

We have visited so many spectacular places like: Southampton, Bay of Biscay. We saw Africa and we saw gliding fish and sharks! We have seen Brazil and played football. We had Christmas day at sea. We visited Rio de Janeiro. In Africa on Table Mountain we saw elephants and lions which were awesome. I loved it!

Also, pirates have not captured us - yet. Just joking!
I don't think we will be imprisoned any time soon.

Love Always
Michael

x x x

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

In this big house there lived a rich and lovely family (Mum, dad and a little boy, called James Trotter). James lived near the Seaside where he could play in the golden sand and swim in the blue sea. If he wasn't at the beach he was playing with his friends having fun, however his life was about to change. He had the happiest life that a child can have. Until one day, when his parents went to London to do some shopping. Sadly a rino ate them up under 40 seconds. Unfortunately James was still alive but he had to go and stay with his Aunties (Annie sponge and Annie spiker in a colossal, dull house on top of a high hill).

When James met the old man, suspiciously he was frightened to death. The old man with bristly, black whiskers and a bald head was pointing to James to tell him to come closer to him, so he could tell him a secret that nobody knows. Leaning on his stick and staring at James, he spoke in a very deep voice and put his hand into his small pocket then pulled out something in a brown, paper bag. James thought what might it be inside the paper bag but James thought what's the use of guessing because it might be the wrong answer. The old man shows what is inside the bag; the emerald green things moving slowly and the faint rustling sound coming from inside the bag. The old man tells James what to do with the green thing. you add: add the fingers of a young monkey, the gizzard of a pig, the beak of a green parrot, the juice of a porcupine, three spoons...

Remembrance Day

Remembrance Day is Very important to us because of the Soldiers that died in world war one. It is Known as popa Day or Armistice Day.

People celebrate Remembrance Day on the 11th hour of the 11th day of the 11th month.

People wear poppies as they were the first ones to bloom ~~and~~ on the Battle fields of Flanders. Their bright red colour symbolises to blood that the Soldiers lost in the war.

There are white and purple poppies. White poppies are worn by Pacifists. White ~~sim~~ symbolise of peace, and purple poppies are still produced by one charity called Animal Aid. It not that Soldiers lost the life Animals lost there life to.

Writing

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]

Chapter 16

The End

The buttons were small and fiddly. How did Shmuel fit this on so perfectly? It had been 2 weeks since the incident with Shmuel in the kitchen and Bruno was dying inside. Probably of heart disease, he thought, as his great-grandfather had passed away from it. Bruno had the same symptoms as him: loneliness, sadness, and anything else that sounded upsetting and ended in 'ness'. Bruno finally started to struggle into the trousers instead of his shirt.

Through the gate, through the window and out into the fresh air. The knight looked around nervously: was anybody here to witness his next actions?

"Look at you! Scanning the area like a secret agent!" Bruno thought this was quite ironic, as he was pretending to be a secret agent. Agent Bruno Schweinsteiger. He smiled at the thought of crawling around all the time, as Gretel had said most boys do. The voice came closer to Bruno. He held his breath. Was his own mother going to come between himself and his happiness? No, he wasn't going to let it happen. Click. Bruno locked his mother in the warm but desolate house. She knocked on the door with a deafening scream. He ran. The dark sky was starting to put doubts in Bruno's mind as the tips of the crooked wire became clearer. He'd come so far and there was no turning back. The run was exhausting and Bruno was starting to lose faith in his mission.

"Bruno! Come!" Shmuel's voice was quiet, but firm. He stumbled through the dull flowers that towered over the small, yellow grass. Bruno sat down in his usual position, then stood up and turned back.

"What's wrong?" Shmuel was now trembling with fear and worry of his friend leaving. Tears formed in the corners of his caramel eyes.

"Shmuel, don't cry!" And as Bruno uttered these words, he found himself on the floor, creeping under the fence.

Within ten minutes, Bruno became familiar with all the terms and conditions of the camp. His head was bare but his mind was exploding like a volcano. Shmuel had mentioned something about Bruno having to look upset but clearly he hadn't been listening because it was his wide grin that had got him kicked out of the area by a familiar Lieutenant.

"Bruno!" His voice sounded as if he had just seen Gretel die in his arms. "How dare you personate a _____!" yelled the Hopeless Case's true love. There was a particular word he said quite often that mystified Bruno. It was the same word he had used to describe Pavel

2nd February 1584

Dearest Father,

It is with great grief that I ask this of you: I beg of you, do not force me to marry Paris. I love you with all my heart, Father, and your decisions are wise and just, but I ask you to hear my reasoning. I truly feel guilt for my behaviour, and I hope you will forgive my foolishness, but I would so dearly like to make my own decisions, Father. I am rising fourteen and I hope that I am responsible and trusted by you and Mother.

If my thoughts are true, you believe Paris to be a handsome and wealthy young man who would add to the family's power and status. But what if I do not enjoy his company? I might be forced to live in misery for the rest of my days. Surely, you would not wish that for your daughter, Father? He is four years older than me, and though your decisions have always been fair, I worry that I am still too young to marry.


I do not feel ready to marry and would very much wish to wait a few years. I would hope to meet someone younger, someone of my own age. I have agreed to attend the ball tomorrow night, so I promise that I will consider Paris, yet I would ask you to let me choose my own husband. I have noted that, traditionally, I must marry who my parents choose for me, but I am different to other girls as, you know. If you would consider the matter carefully, it may advantage you; the Montagues may take this opportunity to mock us: your daughter marrying a boy, four years older than herself. I see reason in your choice, but they will see it as senseless.

So I ask you Father to reconsider your decision. Perhaps wait a while, until someone of my own age comes to pass. I promise that you will not regret the waiting.

Your loving daughter,

Juliet

Helping your child at home

- ▶ Ensure that your child is completing their maths and grammar homework weekly as this provides them with more questions linked with the work covered in school.
 - ▶ Ensure that your child is also reading regularly (5 times a week is our 'Gold Standard') and that they are being asked questions about the text.
 - ▶ Ensure that your child is practising his/her times tables and weekly spellings.
 - ▶ SATs revision books are available to purchase through school and will provide suitable work to help your child prepare for the tests.
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Thank you for attending

- ▶ This PowerPoint and all of the homework/reading/times table information is available on our school website.
 - ▶ www.whitmorepark.org
 - ▶ Parents page
 - ▶ If you would like to order the study books, please return your order and payment by Friday 6th December. We will process the order and you will have the books before the Christmas holiday.
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