

Gayton Primary School



Year 6 SATs Information workshop for parents.

Monday 2nd March 2020

Welcome & Aims

Aims:

- * Explain the end of KS2 statutory assessment processes.
- * What to expect from the revised KS2 tests.
- * Overview of SATs week- week commencing 11th May 2020.
- * Ways you can support your child.
- * Opportunity to look at sample papers and ask any questions.

SATs 2020

- *Significant changes to SATs since 2016.
- *Children now receive a scaled score at the end of KS2 which is based on their performance in their SAT tests.
- *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.
- *A scaled score of 100 will always represent the 'national standard'.
- *Children will know whether they are working below national standards or meeting age related expectations.

Scaled scores

- SATs results will be released on 7th July 2020.
- You will receive your child's results on this day.
- Your child will be told their result and will be given written overview of all their results.
- Will receive raw score (the number of marks they got on the test) alongside the scaled score and whether they have achieved the expected standard set by the DfE.

Scaled scores

The range of scaled scores available for each KS2 test is:

- 80 (the lowest scaled score that can be awarded)
- 120 (the highest scaled score)
- The expected standard for each test is a scaled score of 100 or more. If a child is awarded a scaled score of 99 or less they won't have achieved the expected standard in the test.

Year 6 SATs 2020

In May 2020 Year 6 pupils will sit the following tests:

- Grammar, Punctuation & Spelling Test



- Reading



- Mathematics



Timetable of the week

Monday May 11th 2020: Spelling, punctuation and grammar (Grammar/Punctuation Test) - 45 minutes

Monday May 11th 2020: Spelling, punctuation and grammar (Spelling Test) - 20 minutes

Tuesday May 12th 2020: Reading Test - 60 minutes

Wednesday May 13th 2020: Maths Paper 1 (Arithmetic) - 30 minutes

Wednesday May 13th 2020: Maths Paper 2 (Reasoning) - 40 minutes

Thursday May 14th 2020: Maths Paper 3 (Reasoning) - 40 minutes

Reading



- Reading will be a single paper with questions for the pupils to complete.
- 1 hour test in total, including reading time, to complete the test. (50 marks)
- In 2019 pupils needed 28/50 to get a scaled score of 100.
- Children who attain a scaled score of 110 are considered to be working at greater depth. However, their attainment will only be reported as working at age related expectation.

Reading



*Guided reading sessions/whole class reading sessions still taking place daily within school, as this is the best way for children to learn a range of reading skills, including an understanding of authorial technique and how to answer test questions effectively.

*The children should be reading a range of texts (including classics and more challenging books) at home daily, including reading to an adult to discuss vocabulary use in context.

Reading



- Reading test consists of texts of varying difficulty.
- They are encouraged to read and answer questions on one text at a time.

The Reading paper focuses on the following areas known as content domains:

- 2a) give/explain the meaning of words in context;
- 2b) retrieve and record information/identify key details from fiction and non-fiction;
- 2c) summarise main ideas from more than one paragraph;
- 2d) make inferences from the text/explain and justify inferences with evidence from the text;
- 2e) predict what might happen from details stated and implied;
- 2f) identify/explain how information/content is related and contributes to meaning as a whole;
- 2g) identify/explain how meaning is enhanced through choice of words and phrases;
- 2h) make comparisons within the text.

Example questions

20

Into your pitiful shell, so brittle and thin

In this line, the word *brittle* is closest in meaning to...

Tick one.

shiny.

☐

soft.

☐

delicate.

☐

rough.

☐

Some questions will test the children on their understanding of vocabulary.

1 mark

29

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

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

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

Use evidence from the text to support your answer.

25

Circle the correct option to complete each sentence below.

- (a) The story is told from the perspective of...

**Professor
Summerlee.**

Lord John.

Malone.

**Professor
Challenger.**

1 mark

- (b) At the start of the extract the men entered the forest...

carefully.

quickly.

fearfully.

noisily.

1 mark

- (c) There, they came to a patch where the stream was...

smaller.

bigger.

faster.

slower.

1 mark

- (d) The ferns here were spaced...

regularly.

randomly.

carefully.

equally.

1 mark

Some questions will ask the children to find literal answers from the texts.

Reading

Since the current testing format for the Year 6 SATs began in 2016, there has been a tendency for the number of marks to go in favour towards three particular types of content domain / questions.

For example, in 2017:

- **20% of marks** could be gained by answering questions where children had to **give/explain the meaning of words in context** (Content Domain 2a);
- **Over a quarter of marks** could be gained by answering questions where children had to **retrieve/record information or details from the texts** (2b);
- **Almost half of the marks** were allotted to questions requiring children to **make inferences from a text, justifying inferences with text evidence** (2d).

So, **when reading with your child at home**, try asking questions like:

- Find a word in this paragraph that is closest in meaning to ‘provide word – e.g. annoyed’ (2a);
- In what year did ‘provide fact – e.g. the French authorities make it illegal for people to swim from France to England’? (2b);
- In the last paragraph, X does not want to Y.
Give two reasons why X does not want Y. (2d)

Spelling, Grammar, Punctuation and Vocabulary



- New curriculum for English – significant emphasis on children knowing, understanding and applying terminology relating to grammar and punctuation.
- Practising grammar all the time, both as discrete grammar exercises and with the children applying this knowledge to their own writing.
- Needs to be continually reinforced through revision activities.

Grammar, Punctuation and Spelling (Paper 1)

Grammar, Punctuation and Spelling (Paper 1) is the longer paper lasting 45 minutes, which takes place on **Monday 11th May 2020**.

The children will be prepared by their class teacher so they are equipped with a good knowledge of the technical vocabulary needed to identify and describe various aspects of grammar and punctuation marks.

Grammar, Punctuation and Spelling (Paper 1) focuses on the following areas:

- Grammatical terms/word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

Grammar, Punctuation and Spelling (Paper 1) requires a range of answer types such as circling missing capital letters, multiple choice questions, one-word answers, but **does not require longer formal answers**.



Spelling, Grammar, Punctuation and Vocabulary



- Pupils will sit a 45 minute test. (50 marks)
- Spelling test- 20 unseen words- read in context. (20 marks)
- In 2018 the children needed to score 38/70 to reach age related expectations.
- In 2019 the children needed to score 36/70 to reach age related expectations.
- Children who attain a scaled score of 110 are considered to be working at greater depth. However, their attainment will only be reported as working at age related expectation.

Example test questions

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

They bought new jumpers for themselves and a warm scarf

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.		

1 mark

Example test questions

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

☐

1 mark

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.

1 mark

Spelling test example

Spelling

There are 20 spelling sentences.

The spelling words are tested within the context of a sentence.

As the sentences are read out to the children, they fill in the correct spellings on their copy of the text.

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 _____.
8. Sit up straight to improve your _____.

Mathematics



Focus on:

- ***Fluency**- children's ability to recall and apply knowledge rapidly and accurately.
- ***Reason**- follow a line of enquiry, make generalisations, justify or prove something.
- ***Problem Solve**- apply their knowledge, break down problems and persevere to solve problems.

Maths Papers 2 & 3 (Reasoning)

Maths Paper 2 (Reasoning) will take place on **Wednesday 13th May 2020**.

Maths Paper 3 (Reasoning) is scheduled for **Thursday 14th May 2020**.

Both have standard timings of **40 minutes** and are worth **35 marks** each.

Paper 2 requires children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

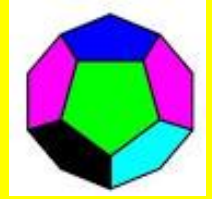
Questions focus on the following Mathematical topic areas:

- Number and place value– including Roman Numerals;
- Addition, subtraction, multiplication and division (calculations);
- Geometry – properties of shapes;
- Geometry – 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.

Mathematics



Maths - In 2018 children needed 61/110 to achieve age related expectations.

-In 2019 children needed 58/110.

- Arithmetic test (30 minutes)- 40 marks in total.
- Reasoning paper (40 minutes) - 35 marks in total.
- Reasoning paper (40 minutes) - 35 marks in total.

Children who attain a scaled score of 110 are considered to be working at greater depth. However, their attainment will only be reported as working at age related expectation.

Example questions from the arithmetic test

16

$$1,440 \div 12 =$$

20

$$5,756 + 8,643 =$$

26

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

Example reasoning test questions- Paper 2

What is 444 minutes in hours and minutes?

hours	minutes

1 mark

Write the two missing digits to make this **long multiplication** correct.

$$\begin{array}{r} \times \quad \quad \begin{array}{c} 4 \quad \square \\ \square \quad 6 \end{array} \\ \hline \begin{array}{r} 2 \quad 4 \quad 6 \\ 8 \quad 2 \quad 0 \end{array} \\ \hline 1 \quad 0 \quad 6 \quad 6 \end{array}$$

2 marks

Reasoning- Paper 3

9

The mass of a 10p coin is 6.5g.

The mass of a 5p coin is half the mass of a 10p coin.

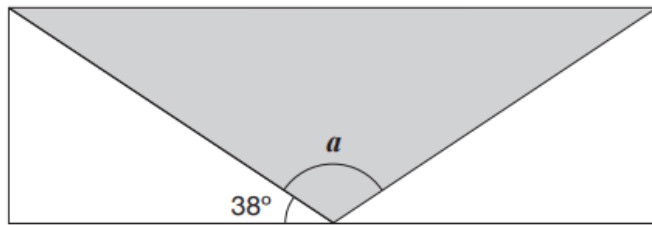
What is the mass of these six coins **altogether**?



Show
your
method

15

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



Not
to
scale

Calculate the size of angle a .

Show
your
method

a is

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?

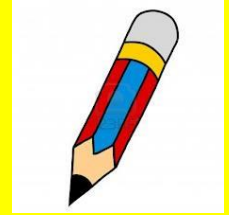
Show
your
method

Year 6 SATs 2020

For English writing - 3 standards:

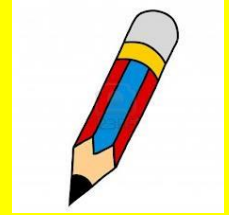
- working towards the expected standard
 - working at the expected standard
 - working at greater depth within the expected standard.
-
- For English reading, mathematics and SPAG, there is one standard (working at the expected standard).

Writing



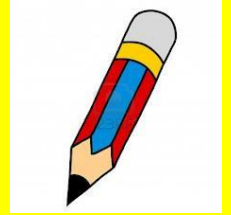
- *No longer an externally assessed writing test for the children to sit.
- *All writing is assessed through teacher assessment-evidence from throughout the year.
- *Evidence gained from all books.
- *Moderators will come into school to scrutinise teacher assessment judgements.

Writing



- *Interim standards are used to assess pupils in writing.
- *Teachers in Y6 will be moderating writing against the interim standards.
- *Exceptionally high standards for:
 - Handwriting
 - Spelling
 - Grammar & punctuation.

Writing



- The children will be assessed as either 'working towards the expected standard', 'working at the expected standard' or 'working at greater depth'.
- For children to be working at expected standard, they must consistently demonstrate **ALL** these features, **ALL** of the time.

Writing- Working towards the expected standard

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

Writing – Expected standard.

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[^] (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

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]

Science Tests

In the academic year 2020 there are science sampling tests taking place. We would be notified about this in June.

Your child will be teacher assessed based on the work they complete in class.



Access arrangements

Children with additional needs, who have similar provision in their day-to-day learning at school, may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to read for them;
- An adult to scribe (write) for them;
- Written or spoken translations of the mathematics reasoning papers;
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

How can you support at home?



- *Provide lots of praise and encouragement for your child. It can be a stressful time for them and they need this level of support.
- *Encourage your child to believe in themselves and to try their best at all times.
- *Remind your child that tests are important but they are not the only way that their learning is assessed. We want them to be prepared so they can perform to their best.
- *Early nights and lots of sleep!
- *Monitor their use of social media/mobile phones etc.
- *Actively encourage them to go outside and avoid overuse of screens.

How can you support at home?



- * Plan something nice and fun for the weekends before and after the SATS- this will help your child start the week well and will also give them something to look forward to.
- * Support your child in putting together a revision timetable to identify when they could spend some time revising for key aspects.
- * Short periods of revision are more beneficial than long periods.
- * Build in opportunities/times for your child to relax.
- * Encourage excellent attendance and punctuality at all times.
- * Encourage your child to complete their homework.

Remember this about SATs:

SATs focus on what they know about Maths and English

They won't reflect how talented they are at Science, Geography, Art or PE, and they certainly won't highlight positive personal characteristics such as kindness and integrity.

SATs results don't always tell the whole story

The results will say they DID or DIDN'T meet a certain standard, but not necessarily by what margin. Additionally, the thresholds tend to change each year according to overall national performance, so what was classed as 'did meet the expected standard' in 2016 may have been considered a 'did not' in 2015. Your school may be able to provide you with more detailed feedback, so don't let your child see SATs as a simple case of 'pass' or 'fail'.

SATs last for one week

In reality it's just one or two papers lasting 30-60 minutes each day. You can't emphasise enough the importance of keeping that in perspective.



What should I do if I'm worried about my child?

It would be unnatural for SATs not to induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs should not:

- affect a child's appetite;
- affect a child's ability to sleep;
- alter a child's personality;
- induce panic, tears or disengagement from lessons;
- be a reason not to attend school.

If any of the above are evident, then SATs may be causing an excessive degree of anxiety, and your child may benefit from additional support. This isn't about removing the reality of SATs, but rather equipping your 10 or 11 year old child to cope with the situation and be stronger for it.



What should I do if I'm worried about my child? (continued)

Steps to take:

Talk to the school

Is your child showing the same symptoms at school as they are at home? Is there anything else going on at home which may be contributing to your child's overall level of stress? Work with the school so everyone concerned can be offering the support that's needed.

Spend time with your child

Try to understand what aspect of SATs concerns them most. Is it the worry of 'failing'? Is it the worry of getting stuck on a paper? If your child can pinpoint what's bothering them most, you can take specific steps to help reassure them.

Try not to project your own anxieties or views on the SATs

If you don't believe in SATs, or do not think your child should be doing them, then neither will they.

Confront any media coverage

Show clippings if there's been anything negative and ask them to talk about what they're seen and how they feel. Reinforce the reality.

Encourage your child to talk to their teacher

SATs are obviously linked to school, so don't be surprised if they favour the reassurance of teachers above family members.



Times table Rockstars

- Daily practice to reinforce and consolidate fluency of times table facts and corresponding division facts.



Maths Knowledge Organiser

Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
composite number	a number with more than two factors	12 (it has 6 factors)
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 ($5^2 = 5 \times 5$) 49 ($7^2 = 7 \times 7$)
cube numbers	the result when a number has been multiplied by itself 3 times	8 ($2^3 = 2 \times 2 \times 2$) 27 ($3^3 = 3 \times 3 \times 3$)

Roman numerals

1	I	100	C
5	V	500	D
10	X	1000	M
50	L		

YEAR 6 MATHS KNOWLEDGE ORGANISER

2D shapes

Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

polygons = shape with straight sides
 regular = all sides/angles the same
 irregular = sides/angles not same

Types of triangle



Types of quadrilateral



AREA

is the amount of space inside a 2D shape usually measured in cm^2 or m^2 .

Area of a triangle
 = (base \times height) \div 2
Area of a parallelogram
 = base \times height

(Height = perpendicular distance)

Measurement conversions

Month	Days
January	31
February	28 (29 in leap year)
March	31
April	30
May	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31

1 year = 365 days (= 52 weeks)
 Leap year = 366 days

1 centimetre	10mm
1 metre	100cm
1 kilometre	1,000 m
1 mile	1.6 km
1 kilometre	0.625 ($\frac{5}{8}$) mile
1 kilogram	1,000 grams
1 litre	1,000 millilitres

Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3, -4) = go right 3, down 4.

Fractions, decimals & percentages

$\frac{1}{100}$	0.01	1%	$\div 100$
$\frac{1}{20}$	0.05	5%	$\div 20$
$\frac{1}{10}$	0.1	10%	$\div 10$
$\frac{1}{5}$	0.2	20%	$\div 5$
$\frac{1}{4}$	0.25	25%	$\div 4$
$\frac{1}{2}$	0.5	50%	$\div 2$
$\frac{3}{4}$	0.75	75%	$\div 4, \times 3$
1	1	100%	$\div 1$

Angles

full turn	360°
half turn	180°
right angle	90°
acute angle	< 90°
obtuse angle	> 90°
reflex angle	> 180°
angles on a straight line	180°
angles inside a triangle	180°
angles inside a quadrilateral	360°

Shape vocabulary

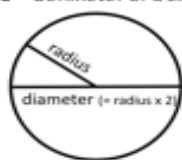
perimeter = measure around the edge (**circumference** = perimeter of a circle)

horizontal line

parallel lines

vertical line

perpendicular lines
 (at right angles)



3D shapes



square-based pyramid



triangular-based pyramid



triangular prism

faces (the flat sides)	5	4	5
edges	8	6	9
vertices (the points where the edges meet)	5	4	6

Volume = the amount of space a 3D shape takes up, usually measured in cm^3 or m^3



Volume of a cuboid =
 length \times width \times height

The mean

The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are. E.g. the mean of 4, 5, 3, 4 is 4.
 (Because $4 + 5 + 3 + 4 = 16$, and $16 \div 4 = 4$)

Maths Revision site- Link via our school website



Mr. Hammonds ... SATS

KS2 Maths

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006	Fraction Adding
007	Fraction, Decimal, Percentage Equivalence
008	Fraction of a Quantity
009	Fractions of shapes
010	Multiply, Divide by 10, 100, 1000

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