

Year 6 Ms. Cassidy SATs Information

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End of KS2
SATs

Aims for the session:

- Explain the what, when and how.
- Investigate what is expected at the end of KS2.
- Consider the keys to success.
- Explore how to best support the pupils' wellbeing.

What are the SATs?

The SATs are a national test that all pupils in year 6, across the country, will sit in English and mathematics. Science and writing are assessed separately.

They show the government how the pupils are fairing nationally, regionally and by school. They look at progress from the end of KS1 (Year 2) and their attainment, compared to the rest of the nation.

When are they?

Monday 10th May- Grammar, Punctuation and Spelling (GPS)

Tuesday 11th May- Reading

Wednesday 12th May- Paper 1: Arithmetic and Paper 2: Reasoning

Thursday 13th May- Paper 3: Reasoning

SATs Week

- 8:30am - we provide a light breakfast – toast, cereal
- 8:55 – into class final revision – toilet etc.
- 9:30 – begin testing

Break. The rest of the day is then quite relaxed – art/crafty/PE type activities.

Arithmetic paper:

- They have 30 minutes to answer 36 questions.
- It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BIDMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.
- There is a high correlation between the pupils getting over 30/40 marks in this paper and achieving expected standard.
- This is usually the pupils favourite paper as it is the most straight forward with black and white answers.
- The questions are based on learning from Year 3, 4, 5 and 6.

Example questions

Consider which questions you think should be done mentally and the strategies that you'd use to work them out.

1	= 6,000 + 90	1 mark

5

$$9 \times 41 =$$



1 mark

14

$$25.34 \times 10 =$$

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1 mark

22

$$1\frac{3}{7} - \frac{4}{7} =$$



1 mark

23

$$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$$

Show
your
method



2 marks

27

35% of 320 =

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1 mark

Reasoning papers – 2 and 3

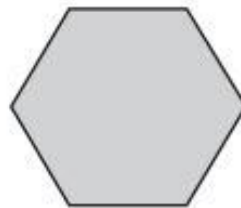
- Both have standard timings of **40 minutes** and are worth **35 marks** each.
- Paper 2 requires children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.
- Questions focus on the following Mathematical topic areas:
 - 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
- It is not unusual for pupils not to complete the whole paper.
- The questions cover learning from Year 3, 4, 5 and 6 and is supposed to be in difficulty order, but it depends on the strengths of the child.

The paper depends on pupils using a range of skills. The amount of steps does not equal the amount of marks. The questions are becoming more and more focused on lots of steps for very few marks – often 2/3 steps for 1 mark.

17

These two shapes have the **same** perimeter.

regular hexagon



square

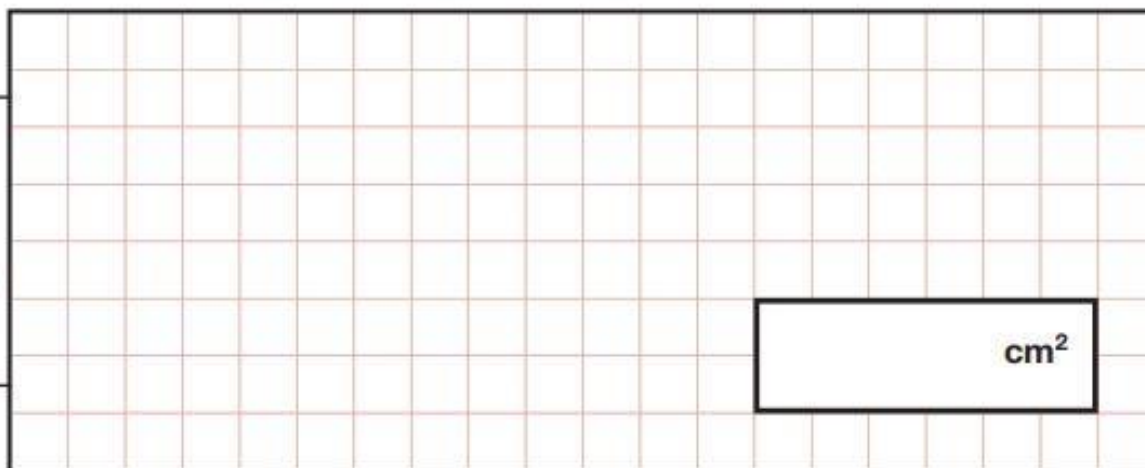


Not actual size

The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.

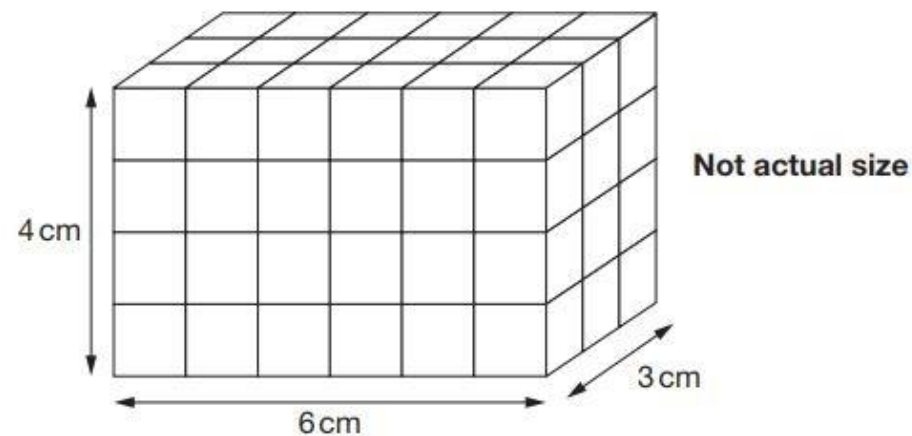
Show
your
method



2 marks

23

Amina made this cuboid using centimetre cubes.



Stefan makes a cuboid that is 5 cm longer, 5 cm taller and 5 cm wider than Amina's cuboid.

What is the **difference** between the number of cubes in Amina's and Stefan's cuboids?

Show
your
method

cubes

2 marks

17

$$x + 2y = 20$$

x and y are whole numbers **less than 10**

What could x and y be?

 $x =$ $y =$

1 mark

Grammar, Punctuation and Spelling (GPS):

- Consists of two papers.
- Paper 1 is the longer paper lasting 45 minutes, **children will be tested on grammar, punctuation and spelling generally.**
- Paper 2 is a shorter paper lasting 15/20 minutes, where **children will be tested on spelling only** – they are asked to fill in a blank within a sentence, attempting to spell out the spelling word in context correctly.
- Majority of children will do this in class – irrelevant of access arrangements as no extra time or support given for reading.

Examples of questions.

Remember that these are the end of KS2 tests, not year 6, so they are being tested on topics from years 3, 4, 5 and 6.

6

Which sentence must **not** end with an **exclamation mark**?

Tick **one**.

You really must wear a coat

☐

What a dreadful day I had

☐

What is the temperature now

☐

The wind is very strong today

☐

The questions are NOT in difficulty order, which means that pupils need to have great resilience to not be put off by questions that they do not understand. Take this capital letter question at the end of the paper!

46

Circle each word that should begin with a **capital letter** in the sentence below.

when we visited the museum in birmingham, gareth arranged
to travel by train with aunt laura.

1 mark

35

Underline the **adverbial** in the sentence below.

Last week, Ruby went swimming and played football.

1 mark

37

How does the **conjunction** change the meaning of the second sentence?

1. We listened to the music after we ate our lunch.
2. We listened to the music while we ate our lunch.

1 mark

39

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

The wind damaged the fence.

1 mark

40

Insert **two commas** and a **semi-colon** in the correct places in the passage below.

Last Wednesday we performed a play at school I invited my parents to come and watch. When I first went on stage I was so nervous that I nearly forgot my lines.

Reading:

- They have **60 minutes**, including reading the text and answering questions. There are three different set texts for the children to read, which could be any combination of **non-fiction, fiction and/or poetry**.
- The first text is usually the easiest and the last the hardest.
- There are a range of question types from retrieval to inference. Pupils must be able to use evidence to support their answers.

2

How does Joe know that the letter contains bad news **before** his mum tells him what it says?

1 mark

4

Look at page 4.

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

1 mark

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

1 mark

13

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

39

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. _____

2. _____

3 marks

Writing

- Writing is assessed by us in house but could be moderated externally.
- Pupils need to show that they have met all the criteria for working towards and expected standard across a range of writing, with one specific weakness allowed.
- Writing evidence will be collected throughout the year as their skills continue to develop.

Steps to success overall:

- Regular but not over-testing throughout the year (October, January and March).
- Use of gap analyses to identify areas of improvement.
- Involve pupils in their target setting and tracking of results to give them ownership over their progress.
- Build resilience in every lesson- they need to be able to attempt questions without fear of failure.
- Focus on what pupils are learning NOT talking about SATs to them.
- Whole school support and encouragement.
- Parental engagement and support.
- Pace, pace, pace in ALL tasks to keep them moving swiftly.
- Most importantly- a relentless focus on high standards for all.

Teacher: *Miss Hyde*

Target: I am working at the expected standard with a score of **65** or higher.

	Paper 1: Arithmetic	Paper 2: Reasoning	Paper 3: Reasoning	Total
TARGET	32	18	15	65
Year 5 score	13	6	12	31
Distance from target	-19	-12	-3	-34
October score	19	18	14	51
Distance from target	-13	0	-1	-14
Improvement	+6	+12	-1	+21

Support within the test: Access Arrangements

- Specific criteria MUST be met in order for children to be given extra time/reader/scribe etc.
- Just because a child has – for example – dyslexia/autism – does not automatically give them extra time.
- I will be assessing some children in the coming weeks to then apply for access.
- We are able to read questions for the children – they have to ask – this is applicable for all children not just those with access arrangements.
- We cannot read any part of the reading assessment to any child – even if they find reading difficult - although they may still qualify for extra time/scribe/transcribe.

Well-being

- It is CRUCIAL that the pupils feel calm and happy with their learning.
- It will help the pupils in secondary school if they achieve national standard at KS2, but not at the risk of their mental health.
- Pupils that are motivated to do well, because they want to, not because of a reward, will put more effort into their learning – rewarding for completing SATs does not necessarily mean the child will put effort into the learning – the important part.
- Keep their out of school activities the same (clubs etc).
- Try to keep everything else running normally. So whether its sport, music lessons or Scouts and Guides; sticking to your normal routine of out of school activities demonstrates to your child that SATs are not the be all and end all of year 6.
- Stay positive. Many children enjoy taking the tests as they see it as a challenge and like the importance and the feeling of being special that SATs give year 6.

How can you help at home?

1. Please don't use past SATs papers at home – we use these as mock papers and for practise. If they have already completed one it can give us a false sense of their ability and they may therefore not get the support that they might need.
2. Practising quick recall of times tables – use of TT Rockstars.
3. Shopping – paying with actual money, savings accounts, budgeting and discounts.
4. Watching the weather report and comparing temperatures around the world.
5. Cooking – any kind of practical activities involving mass, length and capacity.
6. Telling the time – reading analogue clocks, calculating differences in time and reading timetables – if you see something with Roman Numerals – ask them to read the number.
7. Solving everyday problems – e.g. how many do we need if each person wants...?
8. Reading everyday and a range of texts – leaflets, news articles, letters, poetry etc.
9. Writing for purpose – shopping lists, diaries, postcards.