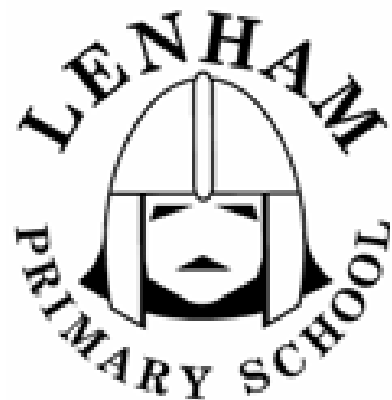


Year 6 SAT Arrangements 2020



A guide for parents



What are the SATs?

- SATs is a term people use to refer to End of Key Stage 2 Assessments;
- It lasts for four days beginning on **Monday 11th May 2020** and ending on **Thursday 14th May 2020**;
- Children will sit the following SATs papers:
 - Grammar, Punctuation and Spelling (Paper 1) – Monday 11th May 2020;
 - Grammar, Punctuation and Spelling (Paper 2) – Monday 11th May 2020;
 - Reading – Tuesday 12th May 2020;
 - Maths Paper 1 (Arithmetic) – Wednesday 13th May 2020;
 - Maths Paper 2 (Reasoning) – Wednesday 13th May 2020;
 - Maths Paper 3 (Reasoning) – Thursday 14th May 2020.
- ▶
- Writing is assessed using evidence collected by your child's teacher throughout Year 6, so **there is no Year 6 SATs writing test**.
- There will be no Science sampling for Year 6 this year.
Therefore, **no Year 6 Science SATs Paper in 2020**.



When and how are the SATs completed?

- The tests will take place during normal school hours, under exam conditions;
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected after the test has ended;
- Afterwards, the completed papers are sent away to be marked externally;
- The children's results are sent back to school at some point in July;
- The standard timings of tests differ but last no more than 60 minutes:
 - Grammar, Punctuation and Spelling (Paper 1) – 45 minutes;
 - Grammar, Punctuation and Spelling (Paper 2) – 15 minutes;
 - Reading – 60 minutes;
 - Maths Paper 1 (Arithmetic) – 30 minutes;
 - Maths Paper 2 (Reasoning) – 40 minutes;
 - Maths Paper 3 (Reasoning) – 40 minutes.

Reading Paper



- ▶ A collection of three texts, increasing in difficulty. There are three different set texts for the children to read, which could be any combination of **non-fiction, fiction and/or poetry**.
- ▶ There is no separate time allocated to reading the texts – the test timing includes reading and answering.
- ▶ The Year 6 Reading SATs paper requires a range of answering styles, including responding to **multiple choice questions, one-word answers**, and multiple mark questions which require **more formal paragraph-length answers**.
- ▶ Paper completed over 1 hour

6 How did Anousheh's trip into space make history?

1 mark

7 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?	

2 marks

8 Look at Anousheh's blog entry for September 25th.

Find and copy a group of words that shows that Anousheh wrote her blog for others to read.

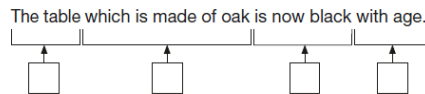
1 mark

Spelling, punctuation and grammar paper

- ▶ Grammar, Punctuation and Spelling is made up of two papers which will take place on **Monday 11th May 2020**:
 - 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 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.
- ▶ Grammar, Punctuation and Spelling is made up of two papers which will take place on **Monday 11th May 2020**:
 - 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 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.

13

Tick one box to show which part of the sentence is a **relative clause**.



14

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick **one**.

as a preposition phrase

☐

as a relative clause

☐

as a main clause

☐

as a noun phrase

☐

1 mark

1 mark



Maths papers - arithmetic



- ▶ Maths Paper 1 (Arithmetic) will take place on **Wednesday 13th May 2020**.
- ▶ It has a standard timing of **30 minutes** and is worth a total of **40 marks**.
- ▶ 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**.

26	$\frac{1}{4} \times \frac{1}{8} =$	<input type="text"/>	1 mark
27	95% of 240 =	<input type="text"/>	1 mark
28	$234,897 - 45,996 =$	<input type="text"/>	1 mark

Spelling, punctuation and grammar paper



- ▶ 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.

23

Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

straight

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

Maths papers - 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.

18

Here are the ingredients for chocolate ice cream.

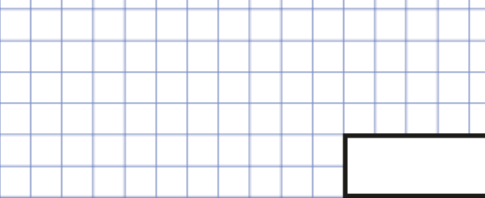
cream	400 ml
milk	500 ml
egg yolks	4
chocolate	120 g
sugar	100 g



Stefan has only 300ml of cream to make chocolate ice cream.

How much **chocolate** should he use?

Show
your
method



A large grid of graph paper with a rectangular box on the right side containing the letter 'g'.

g



6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.

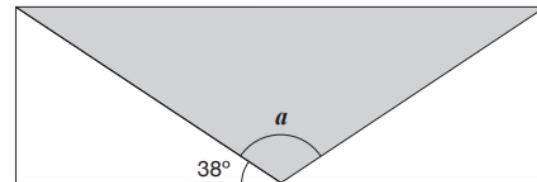


What is the correct time?

1 mark

15

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



Not
to
scale

Calculate the size of angle a .

Show
your
method

a is

a is

2 marks



Test results

- ▶ Once marked, the tests will be given the following scores:
 - A raw score (the total number of marks achieved for each paper);
 - A scaled score (which is explained below);
 - A judgement of whether the National Standard has been met.

- ▶ After marking each test, the external markers will convert each raw score into a scaled score to show whether each child is working below, at or above the national standard.

- ▶ When the scaled score is given, it is given in a range from 80 to 120.
- ▶ **A scaled score of 100 or more is meeting the national standard.**

- ▶ There are no separate tests for higher achieving pupils; however, **a scaled score close to 120 would show that a child is working above the national standard.**

Teacher Assessments



- ▶ We use the Interim Frameworks to make our judgements
- ▶ This is supported by our use of Target Tracker as the statements are closely linked to those on the Mid-Year and End of Year Report.
- ▶ For each area of Writing and Science **ALL** the statements of the framework must be evidenced in the children's independent work in order to achieve that standard
- ▶ Children's results are recorded as
- ▶ GDS – working at greater depth;
- ▶ EXS– age expected,
- ▶ WTS – working towards the standard,

How will we prepare?

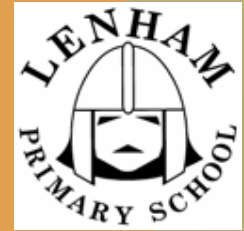


- ▶ We will complete a couple of trial runs to familiarise the children with the expectations, question style and working environment.
- ▶ We will hone the needs of the children to create a positive environment to complete the papers to the best of their ability.
- ▶ We have an extensive intervention programme that is designed to fill those gaps in knowledge that arise from everyday lessons and as a result of the assessments we will be completing.



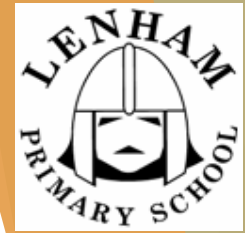
What can parents do?

- ▶ Firstly, a positive attitude goes a long way – so as much encouragement and support as possible (but we don't need to tell you that)!
- ▶ Ensure your child is eating and drinking well, and getting a suitable amount of sleep
- ▶ Completing homework tasks including activities in the SATs Buster Booklets is important as this will familiarize the children with the questions types as well as consolidating knowledge from lessons. We also use homework tasks to inform our intervention support.
- ▶ Allow the children to complete the 10-minute SAT buster activities independently under test like conditions– feel free to go over the questions afterwards.



What can parents do?

- ▶ **Keep it light** – practice key skills like **times tables** and **practice mental maths in real world scenarios**, like adding up prices in the shops, working out discount deals, and asking questions like, *“If there are 1,300 grams of flour in this pack, what is that in kilograms?”*
- ▶ **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)
- ▶ Please **DO NOT** use the example papers (available from the gov.uk website) Allow the children to complete the 10-minute SAT buster activities independently under test like conditions– feel free to go over the questions afterwards.



What can parents do?

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)

Please DO NOT use the example papers but please spend time going over areas your children are not secure in.