



**YEAR 6 SATS 2020:
A *GUIDE FOR PARENTS/CARERS...***

Monday 27th January 2020

AIMS OF THIS BRIEFING

- When is SATs Week?
- What are children tested on and how are the tests structured?
- How are the tests assessed and reported?
- What is already in place at school to support our Year 6 children?
- How can we work together to support our Year 6 children?

Monday 11th May 2020

English grammar, punctuation and spelling Paper 1:
questions – 45 minutes

English grammar, punctuation and spelling Paper 2:
spelling – 20 minutes

Tuesday 12th May 2020

English reading – 60 minutes

Wednesday 13th May 2020

Mathematics Paper 1: arithmetic – 30 minutes

Mathematics Paper 2: reasoning – 40 minutes

Thursday 14th May 2020

Mathematics Paper 3: reasoning – 40 minutes

WHEN IS SATS WEEK?

SATs Tests for
Year 6 pupils will
take place
between

**Monday 11th
May and
Thursday 14th
May 2020.**

**WHAT ARE CHILDREN
TESTED ON AND HOW
ARE THE TESTS
STRUCTURED?**

AT THE END OF YEAR 6, CHILDREN WILL SIT TESTS:

- Maths
- Reading
- Spelling, Punctuation and Grammar
- These tests will be both set and marked externally, and the results will be used to measure your child's progress and the school's performance. Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.

KEY STAGE 2 MATHS

- Children will sit three papers in maths:
 - Paper 1: arithmetic, 30 minutes (written)
 - Papers 2 and 3: mathematical fluency, solving problems and reasoning, 40 minutes per paper
- Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.
- Papers 2 and 3 will involve a number of question types, including:
 - multiple choice
 - true or false
 - constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
 - less constrained questions, where children will have to explain their approach for solving a problem.

$$987 + 100 =$$

$$50 \times 70 =$$

$$15.98 + 26.314 =$$

$$3^2 + 10 =$$

2	9	7	2	5

$$60 - 42 \div 6 =$$

$$\boxed{} = 936 + 285$$

$$20\% \text{ of } 1,800 =$$

$$1\frac{4}{5} + \frac{3}{10} =$$

Write the two missing values to make these equivalent fractions correct.

$$\frac{\square}{3} = \frac{8}{12} = \frac{4}{\square}$$

1 mark

1 mark

$$n = 22$$

What is $2n + 9$?

1 mark

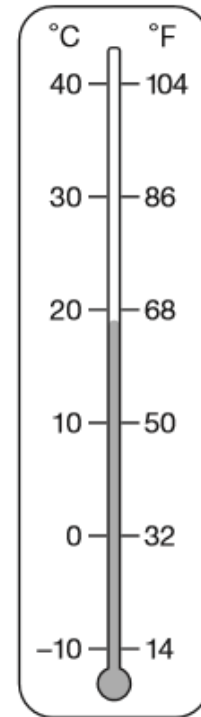
$$2q + 4 = 100$$

Work out the value of q .

$$q = \text{[]}$$

1 mark

This thermometer shows temperatures in both °C and °F.



Work out what 25°C is in $^{\circ}\text{F}$.

KEY STAGE 2 READING

- The reading test is a single paper with questions based on three passages of text. **Your child will have one hour, including reading time, to complete the test.**
- There will be a selection of question types, including:
- Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'
- Labelling, e.g. 'Label the text to show the title of the story'
- Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- Short constructed response, e.g. 'What does the bear eat?'
- Open-ended response, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/710107/STA187968e_2018_ks2_English_reading_Reading_booklet.pdf.pdf

1 Look at the paragraph beginning: *Glancing nervously...*

Find and copy one word meaning relatives from long ago.

1 mark

5 ...they crossed the glassy surface of the lake.

Give two impressions this gives you of the water.

1. _____

2. _____

2 marks

20 Do you think that Martine will change her behaviour on future giraffe rides?

Tick one.

yes

no

maybe

Explain your choice fully, using evidence from the text.

3 marks

KEY STAGE 2 SPELLING, PUNCTUATION AND GRAMMAR

- The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes.
- The grammar and punctuation test will include two sub-types of questions:
 - Selected response, e.g. 'Identify the adjectives in the sentence below'
 - Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

7

Complete the sentence with an appropriate **adverb**.

She completed her homework _____.

1 mark

20

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

There are Roman ruins near our village they are
being excavated next week.

1 mark

34

a) Write an explanation of the word **antonym**.

1 mark

42

Circle the two **adverbs** in the sentence below.

All of the passengers cheered loudly, and we cheered too.

1 mark

KEY STAGE 2 WRITING

- Children will not be tested on their writing during SATs Week.
- After being 'Teacher Assessed', children's writing will be moderated in school and a sample of writing moderated with a cluster of schools to verify the school's judgements. A number of schools will be required to take part in external moderation but are not informed until later in the year.
- Final judgements will be reported to parents/carers along with the result of all other assessments in July and passed onto their secondary school.

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

Immediately, I smell the goodness of ~~bread~~ ^{fresh} bread and salty fish salt fish as I walk ~~down~~ ^{down} the Kaos street's. AS I rappidly rushed down the street, I hid carefully so the police-man ~~do~~ did not see me & or ~~he don't~~ send me back to the work house and the smoke.

Hardly out of breath, I ~~walking~~ walk ~~down~~ ^{down} the wet ~~path~~ ^{pathment} past the dog and heard the horses trotting across the brick ~~fees~~ ~~rodes~~ ~~Path~~ ~~Path~~ ~~Pat~~ paths and the noise of two women having a argument about something that I don't even X know about.

I feel really scared because my mother isn't with me and news because some one ~~could~~ ^{or} ~~snatch~~ ~~me~~ like the police could snatch me and take me to there house or take me to g Jail till I get dder and let me out.

The Sight that I See are shops, biladings, people and Structures like the Shard, the Big ben and the spear.

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

Viking Day

When I walked into the hall, I turned my head around and saw the most peculiar sight. It was a man, dressed in linen, who had very long hair. He was very ~~pleasant~~ welcoming, of ^{course} ~~course~~, but had a lot of weapons ~~and~~ ~~surrounding~~ surrounding him. The first words he said were G'DAR! I didn't know what he meant but I repeated the words back. No one knew what he meant but he explained that they meant, good day. It was Viking language. I knew this by the weapons, ~~sur~~, runes and by the fact that it was Viking Day.

Firstly, he told us to turn around. We saw some tunics, ropes, head scarves and hats. We had to put these on, starting with a tunic. Then we sat down again, and he told us about the Vikings and that people had completely got them wrong. The man's name was Gary, and he was really sunny. Suddenly DONG!! The bell rang for playtime. During break everyone was looking at us, obviously, because we were wearing head scarves, tunics ^{and} ropes.

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.⁴

[There are no additional statements for spelling or handwriting]

Opening the Fridge

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he ~~creeped~~ ^{crept} across the landing. As his heart raced he stared into the darkness; he could hear the fridge urging him on-willing him to move. Now the stairs. The tricky bit.

Suddenly a THUD!... He raced down the creaking stairs—even the seventh one that makes an earsplitting creak noise. He could see the ~~to~~ white rectangle straight ahead of him. Then he opened it. He took a quick glance and saw the chocolate digestives. ~~Then~~ ~~she~~ He could feel pair of eyes watching ~~her~~ in the darkness. Who was it? Had he been seen...? ~~My~~ His eyes darted around the room, his heart in his mouth. He grabbed the biscuits and ran for it.

"Ewan!" echoed a voice.

KEY STAGE 2 SCIENCE

- **Not all children in Year 6 will take science SATs.** In selected years (including 2020) a number of schools (approximately 1900) are required to take part in science sampling, a test administered to a selected sample of children thought to be representative of the population as a whole. Schools selected for science sampling will administer the tests during the two-week period starting on Monday 8 June 2020.

**HOW ARE THE TESTS
ASSESSED AND REPORTED?**

SCALED SCORES

- At the end of the year, as part of your child's report, they will be given standardised scores for Reading, Mathematics and SPaG. This standardised score is linked to the mark that your child achieved in the test.
- A standardised score of 100 and above would indicate that your child is working at the expected standard for Year 6.

Example

Mathematics	
Raw score	Scaled score
56	99
57	99
58	99
59	99
60	99
61	100
62	100
63	100
64	100
65	101
66	101
67	101

**WHAT IS ALREADY IN PLACE AT
SCHOOL TO SUPPORT OUR YEAR
6 CHILDREN?**

IN SUMMARY...

- Maths classes.
- Pre-teaching and Precision Teaching for selected children to close gaps in their learning.
- Focus group sessions.
- Weekly group, after school, in terms 4 and 5 – maths focus.
- SATs Revision Guides
- SATs will be held in the hall and classrooms.

**HOW CAN WE WORK TOGETHER
TO SUPPORT OUR YEAR 6
CHILDREN?**

IN SUMMARY...

- Regular reading at home and discussion of the book.
- Recall of times table facts.
- Learning spellings.
- Homework will include SATs questions – discuss and support.
- Helping them to remain healthy, have a good night sleep and maintain a good attendance.
- Attendance at booster groups.
- On the Year 6 page, there will be a link to past papers with mark schemes. <http://www.satspapers.org.uk/Page.aspx?TId=5>

WEBSITES...

- <https://www.bbc.com/education/levels/zbr9wmn>
- <https://uk.ixl.com/>
- <https://myminimaths.co.uk/>
- <https://corbettmaths.com/>
- <https://www.theschoolrun.com/>

**THANK YOU FOR COMING
TODAY.**