

# **Year 6 SATS**

**8<sup>th</sup>- 11<sup>th</sup> May 2017**

# Agenda

**Introduction to SATs**

**English**

**Mathematics**

**Science**

**Results**

**Questions**

# SATS

- Standardised Assessment Tests that every pupil within the English school system must take at the age of 11.
- SATS represent the completion of a learning journey from Year 3 to Year 6.
- Every child must take the test at the time specified on the SATS timetable

# Timings

- The tests have to be completed on the days stated.
- The children must arrived at school on time.
- If a child is unwell the school must be informed by 8:30 a.m.

# Timetable of the Tests

Test	Date
English reading test	Monday 8 May
English grammar, punctuation and spelling test Paper 1: short answer questions Paper 2: spelling	Tuesday 9 May
Mathematics Paper 1: arithmetic Paper 2: reasoning	Wednesday 10 May
Mathematics Paper 3: reasoning	Thursday 11 May

# English

## Reading

One paper to be completed in 60 minutes.

It will contain 3-4 unrelated texts with increasing difficulty.

Questions to be completed at pupils own pace.

There will be a mixture of text types but there will be more of a focus on fictional texts.

- What's being assessed?
  - Retrieve and record information
  - Make inferences
  - Give/explain the meaning of words in context
  - Summarise main ideas from a text
    - Predict what might happen
    - Understand how content is related and contributes to meaning
    - Understand how meaning is enhanced through language

Questions 1–15 are about *Space Tourism* (pages 4–6).

**1** Look at the introduction.

Why is space tourism *impossible* for most people?

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1 mark

**2** How would you get from the spacecraft to the space hotel?

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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.

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\_\_\_\_\_

1 mark

27

How does the first paragraph suggest that the characters are in a 'lost world'?

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1 mark

28

In the paragraph beginning, *There were, as I say...* Malone compares the iguanodons to different animals.

How do these comparisons help the reader understand what the iguanodons look like?

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1 mark

# English

## Grammar, punctuation and spelling

Two papers are completed.

Paper 1: 45 minute test

It focuses on knowing and applying grammatical terminology with the full range of punctuation tested. Technical terms in grammar are tested.

Paper 2: 20 minutes

Spelling patterns and methodologies form the basis of spellings tested.

- What's being assessed?
  - Grammatical terms / word classes
  - Function of sentences
  - Combining words, phrases and clauses
  - Verb forms, tense and consistency
  - Punctuation
  - Vocabulary
    - Standard English and formality
    - Make comparisons within a text

17

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		

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 1 mark

25

Label the boxes with **V (verb)**, **S (subject)** and **O (object)** to show the parts of the sentence.

Nadia ate strawberries.




---

 1 mark

2

Which **pair of verbs** correctly completes the sentence below?

Pluto \_\_\_\_\_ now called a dwarf planet, but once it \_\_\_\_\_ classified as a planet.

Tick **one**.

was      is     

was      was     

is      is     

is      was     

\_\_\_\_\_ **1 mark**

9

Which sentence uses an **apostrophe** correctly?

Tick **one**.

The children's clothes were hanging up.

The childrens' clothes were hanging up.

The childrens clothe's were hanging up.

The childrens clothes' were hanging up.

\_\_\_\_\_ **1 mark**

# 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 \_\_\_\_\_.

# Writing

Based on portfolio work

Evidence is gathered for different types of writing throughout the year

Marked by Teachers and moderated externally



# English Writing Teacher Assessment

- Significantly higher expectations
- No longer a best fit assessment
- Each criterion must be met
- Akin to an old level 5

## Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices\* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly, including common exception words\* (years 3 and 4)
- spelling some words correctly, including common exception words\* (years 5 and 6)
- producing legible joined handwriting.

## Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly, including common exception words\* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

## Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]

# Mathematics

3 papers to be completed

Paper 1: arithmetic and this will contain no contextualised questions but addition, subtractions, calculation involving fractions, long division and multiplication questions.

30 minutes to complete and no calculator used.

Papers 2 and 3: problem solving and reasoning

40 minutes to complete each paper

**20**

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

**25**

$$13 \overline{) 3016}$$

**26**

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

**27**

$$95\% \text{ of } 240 =$$

**29**

$$\begin{array}{r} 678 \\ \times 54 \\ \hline \end{array}$$

- What's being assessed?
  - Number and place value, approximation and estimation/rounding
  - Four rules (calculations)
  - Fractions, decimals and percentages
  - Ratio and proportion
  - Algebra
  - Measurement
  - Geometry: position and direction
  - Statistics

- Key changes
  - New written arithmetic paper replacing the mental maths paper
  - No extension papers
  - Method marks only available for use of standard long multiplication and division methods on relevant questions.
  - The tests are more challenging to match the new higher expectations of the new National Curriculum.



8

Maria bakes cakes and sells them in bags.



She uses this formula to work out how much to charge for one bag of cakes.

$$\text{Cost} = \text{number of cakes} \times 20\text{p} + 15\text{p for the bag}$$

How much will a bag of 12 cakes cost?

£

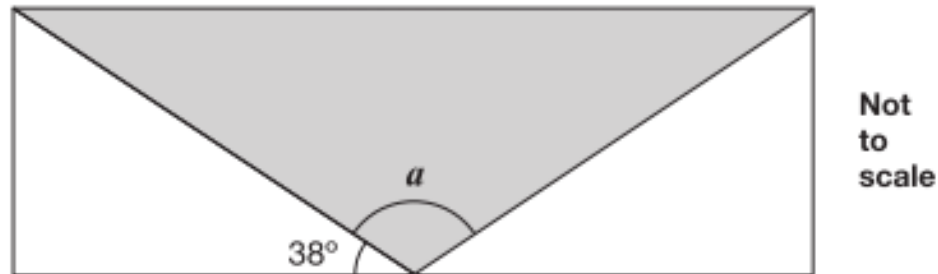
1 mark

Olivia buys a bag of cakes for £5.15

Use the formula to calculate how many cakes are in the bag.

15

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



Calculate the size of angle  $a$ .

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

10

A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80

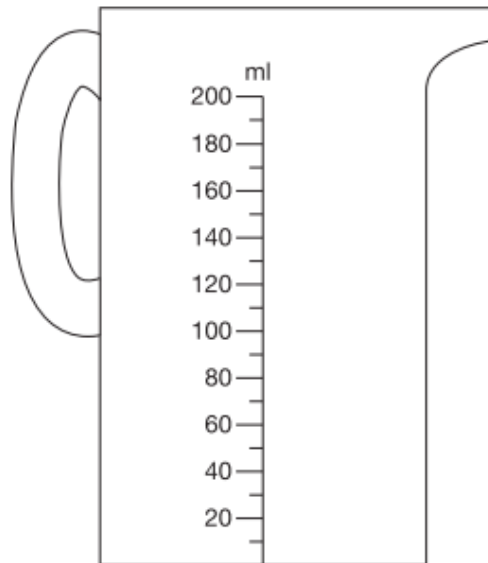


How much **more** does one orange cost than one lemon?

5

Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.



# Science

There is no Science Standard Assessment Test for all children at the end of Key Stage 2.

Pupils are expected to know, apply and understand the matters, skills and processes for their Key Stage:

- Living things and their habitats
- Animals including humans
- Properties and changes of materials
- Earth and space
- Forces
- Evolution and inheritance
- Light
- Electricity

- (a) Some mixtures can be separated with a filter.



**Filter**

The table below shows some different mixtures.

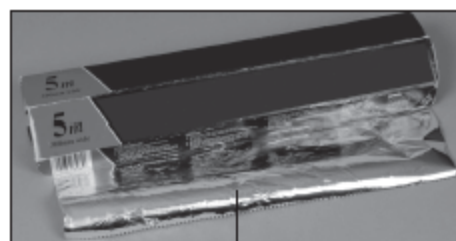
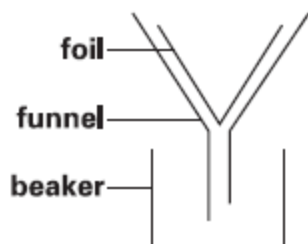
Complete the table to show if a filter can be used to separate each mixture.  
Write **yes** or **no**.

One mixture has been done for you.



Mixture	Can the mixture be separated by a filter? Yes or no?
Sand and stones	no
Soil and water	
Sand and soil	
Salt and water	

- (b) Jemal has a mixture of chalk powder, sugar and water. He tries to filter the mixture using kitchen foil.



**kitchen foil**

The foil does **not** separate the mixture. The foil does not break.

Explain why the foil does **not** separate the mixture of chalk, sugar and water.



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.....

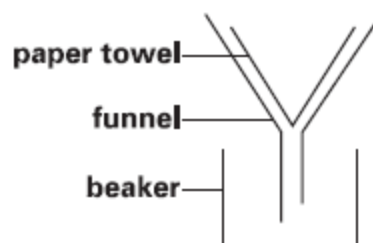
1 mark

- (c) Jemal makes a new filter using a paper towel.

He uses the paper towel filter to separate more of the chalk, sugar and water mixture.

The chalk stays on the paper towel.

The water and sugar go into the beaker.



Describe how Jemal could separate the sugar from the water.



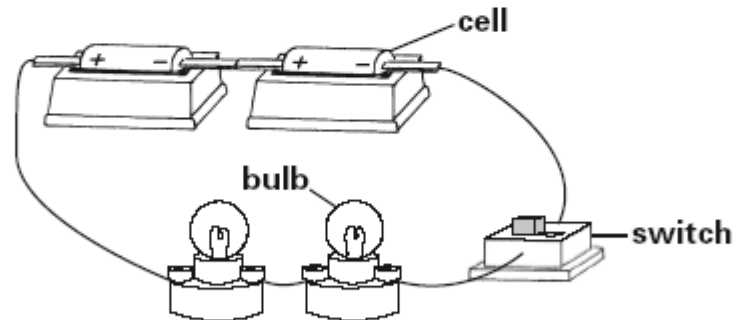
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## School play

(a) Polly is in a school play.

She is dressed as a star.  
The star costume has bulbs  
which light up.

The picture below shows the  
circuit that makes the star  
light up.



Draw a circuit diagram of the star's circuit in the space below.

Use these symbols in your circuit diagram.

You can use each symbol more than once if you need to.

## Test Results

- KS2 national curriculum test outcomes are no longer reported using levels. Scaled scores are used instead.
    - Each pupil sitting the tests will receive:
      - A raw score – the total number of marks scored in the test
      - A scaled score – based on the raw score converted after the test (conversion not yet established).
- This is to ensure consistency year on year –  
100 = threshold/met the standard expected –  
Confirmation of whether or not they have attained the national standard



# Results

**For English writing pupils will be grouped into 4 categories:**

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard *or*
- a category for pupils who do not meet the 'working towards the expected standard'

**For English reading, mathematics and science pupils will be grouped into 2 categories:**

- working at the expected standard *or*
- a category for pupils who do not meet the standard

- Teacher Assessments are no longer 'best fit'. To demonstrate that pupils have met a standard, teachers will need to have evidence that a pupil demonstrates all of the statements in that standard and all the statements in the preceding standards.
- The new assessments have had a very definite rise in expectations. A child now has to be able to do a lot more to be at the expected standard than in previous years.

## How can you help?

- Encourage children to be confident about their ability to do well. Playing is important children should not be stopped from living their lives as normal during test week.
- Support you child in working through the revision guides and the on-line learning resources.
- Revision should be done in short bursts and be as fun as possible. sing on-line games, websites and even tablet apps would be appropriate.

## During SATs week

- Make sure they get enough sleep.
- Make sure they eat breakfast.
- Try and reduce pressure and stress.
- Encourage your children to ask for help if they are unsure about anything.
- Explain that the SATs are a way of showing what they know.