



# Year 6 SATs Parent Meeting

2023

# What the children will sit and when...

- Tuesday 9<sup>th</sup> May: Spelling, punctuation and grammar
- Wednesday 10<sup>th</sup> May: Reading
- Thursday 11<sup>th</sup> May: Maths Papers 1 & 2
- Friday 12<sup>th</sup> May: Maths Paper 3

# Reading Test ... (Wednesday 10<sup>th</sup> May)

One hour; up to 50 marks; three sections.

There will be a selection of question types:

- Find and copy
- Sequencing
- Short constructed response
- Longer, detailed response

# Language ...

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Children will need to read each question carefully.

Encourage children to respond appropriately to questions asked.

## Paragraph Level Questions ((Approx 33% of total questions)

What **impressions** do you get of a setting/a person from a paragraph?

What does a particular paragraph **suggest/infer** about a person/setting?

how can you **tell**

From the paragraph starting .... how do you know that a character felt/is a particular adjective?  
what evidence is there

What 1/2/3 things are you **told**

about a setting/character from one paragraph?

What can you **infer**

Look at the paragraph.....

Why did someone do /feel something?

Why is somewhere an adjective/noun phrase?

What did someone do in order to/as a result of .....?

This story takes place in a huge grassland area in southern Africa. The grasslands there are called 'savannah'.

# Wild Ride



Dawn was casting spun-gold threads across a rosy sky over Savubona Game Reserve as Martine Allen took a last look around to ensure there weren't any witnesses. She leaned forward like a jockey on the track, wound her fingers through a silver mane, and cried, 'Go, Jemmy, go.'

The white giraffe sprang forward so suddenly that she was almost unseated, but she recovered and, wrapping her arms around his neck, quickly adjusted to the familiar rhythm of Jemmy's rocking horse stride. They swept past the dam and a herd of bubble-blowing hippos, past a flock of startled egrets lifting from the trees like white glitter, and out onto the open savannah plain. An early morning African chorus of doves, crickets and go-away birds provided a soundtrack.

For a long time Martine had only ever ridden Jemmy at night and in secret, but when her grandmother had found out about their nocturnal adventures she'd promptly banned them, on the grounds that the game reserve's deadliest animals were all in search of dinner after dark and there was nothing they'd like more than to feast on a giraffe-riding eleven-year-old. For a while Martine had defied her, but after several close calls and one terrible row with her grandmother, she had come to accept that the old lady was right. When lions were on the hunt, the game reserve was best avoided.

Another of her grandmother's rules was that Martine ride sedately at all times. 'No faster than a trot and, in fact, I'd rather you stuck to a walk,' she'd counselled sternly.

Martine had paid almost no attention. The way she saw it, Jemmy was a wild animal and it was only fair that he should have the freedom to do what came naturally, and if that meant tearing across the savannah at a giraffe's top speed of thirty-five kilometres per hour, well, there wasn't a lot she could do about it. It wasn't as if she had reins to stop him. Besides, what was the point of riding a giraffe if the most he was permitted to do was plod along like some arthritic pony from the local stables?

Jemmy clearly agreed. They flew across the grassy plain with the spring breeze singing in Martine's ears. 'Faster, Jemmy!' she yelled. 'Run for your life.' And she laughed out loud at the heart-pounding thrill of it, of racing a wild giraffe.

Continued on the next page

17 What evidence in the text is there that warthogs can be dangerous?

Give **two** examples.

1. \_\_\_\_\_
2. \_\_\_\_\_

2 marks

18 What helped Martine to get safely on Jemmy's back after the warthog's attack?

\_\_\_\_\_  
\_\_\_\_\_

1 mark

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

# Maths Tests ... (Thursday 11<sup>th</sup> & Friday 12<sup>th</sup>)

Children will sit three papers in maths:

- Paper 1: **arithmetic**, 30 minutes
- Papers 2 and 3: **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

# Maths Tests ...

Component	Description	Number of papers	Number of marks	Timing of component
<b>Paper 1:</b> arithmetic	arithmetic  assesses pupils' confidence with the range of mathematical operations	1	40	30 minutes
<b>Paper 2 and Paper 3:</b> mathematical reasoning	mathematical fluency, solving mathematical problems and mathematical reasoning	2	70 overall  35 per paper	80 minutes  40 minutes per paper
	<b>Total</b>	<b>3</b>	<b>110</b>	<b>110 minutes</b>

# Arithmetic questions ...

29

$$15\% \times 440 =$$

1 mark

30

$$\begin{array}{r} 6574 \\ \times 31 \\ \hline \end{array}$$

Show  
your  
method

2 marks



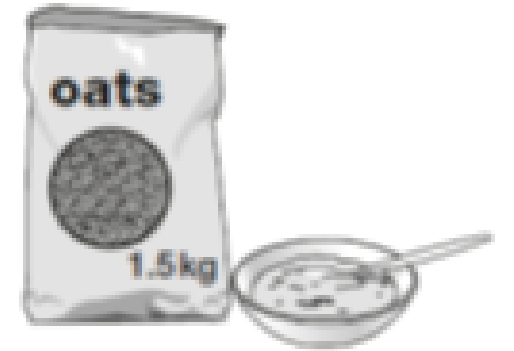
# Reasoning questions ...

3 Write the three missing digits to make this addition correct.

$$\begin{array}{r} 15\ \square \\ + 4\ \square\ 4 \\ \hline \square\ 15 \end{array}$$

11

A packet contains 1.5kg of oats.



Every day Maria uses 50g of oats to make porridge.

How many days does the packet of oats last?

Show  
your  
method

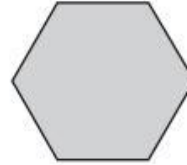
days

# Reasoning questions ...

17

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

regular hexagon



square

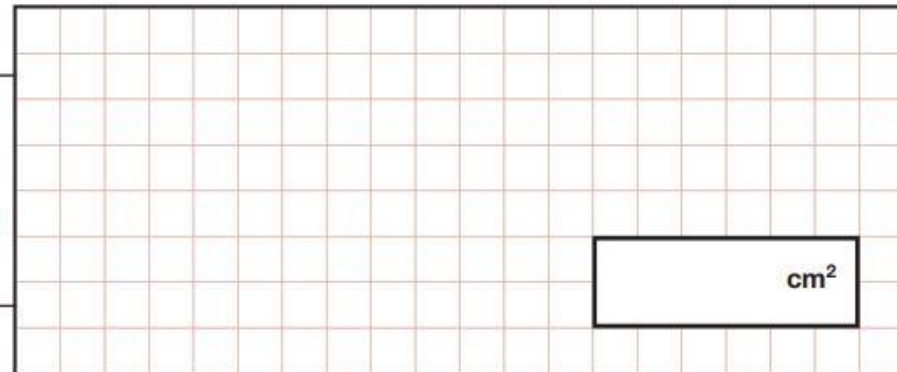


Not actual size

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


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

Show  
your  
method



A large grid for showing the method. A small box in the bottom right corner of the grid contains the text "cm<sup>2</sup>".

2 marks



Percentage of questions  
from each year group  
curriculum ...

What they have  
learned in previous  
years really matters!

Year group	2016	2017	2018
3	16%	7%	9%
4	14%	26%	18%
5	27%	25%	26%
6	43%	41%	47%

# Grammar, Punctuation and Spelling Tests ... (Tues 9<sup>th</sup>)

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.'

6

Which sentence uses the colon correctly?

Tick one.

I bought several beach toys a bucket: a spade a ball and a kite.

I bought several beach toys a: bucket, a spade, a ball and a kite.

I bought several beach toys: a bucket, a spade, a ball and a kite.

I bought several: beach toys, a bucket, a spade, a ball and a kite.

17

Replace the underlined words in the sentences below with their expanded forms.

We're going into town later, so I'll buy some bread then.

↓

↓

We won't be back late.

↓

1 mark

10

Tick one box in each row to show if the sentence is in the present progressive or the past progressive.

Sentence	Present progressive	Past progressive
Joey was playing football in the park after school.	<input type="checkbox"/>	<input type="checkbox"/>
Joey's football skills are improving all the time.	<input type="checkbox"/>	<input type="checkbox"/>
Joey is hoping to be a professional footballer.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

## Spelling task

- Jordan's messy room was in a state of \_\_\_\_\_.
- David gave a \_\_\_\_\_ on the door before entering.
- Anita was \_\_\_\_\_ her shoes.
- The coat was made from a \_\_\_\_\_ fabric.
- I am \_\_\_\_\_ you help with your homework.
- Eagles have excellent \_\_\_\_\_.
- Ali \_\_\_\_\_ his hat in the crowded cloakroom.
- The mountains could be seen in the \_\_\_\_\_.
- Freya thought that her painting was \_\_\_\_\_.
- It is \_\_\_\_\_ to drop litter in the playground.

Qu.	Spelling	Mark	Content domain reference
1	disorder	1	S41 – prefixes
2	knock	1	S60 – words with 'silent' letters
3	polishing	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
4	washable	1	S56 – words ending in -able and -ible words ending in -ably and -ibly
5	offering	1	S57 – adding suffixes beginning with vowel letters to words ending in -fer
6	vision	1	S45 – endings that sound like /ʒən/
7	misplaced	1	S41 – prefixes
8	distance	1	S55 – words ending in -ant, -ance, -ancy, -ent, -ence, -ency
9	brilliant	1	S55 – words ending in -ant, -ance, -ancy, -ent, -ence, -ency
10	thoughtless	1	S59 – words containing the letter string ough
11	prey	1	S61 – homophones and near homophones (Years 3 and 4), homophones and other words that are often confused (Years 5 and 6)
12	previous	1	S46 – the suffix -ous
13	cousin	1	S40 – the /ʊ/ sound spelt ou
14	passion	1	S47 – endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
15	facial	1	S54 – endings which sound like /ʃəl/
16	lightweight	1	S52 – words with the /eɪ/ sound spelt ai, eigh, or ey
17	nationality	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
18	ceiling	1	S58 – words with the /i:/ sound spelt ei after c
19	variation	1	S47 – endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
20	ferociously	1	S43 – the suffix -ly

## What we will do in school ...

Continue to teach the children.

Offer them a chance to share what they're not sure of.

Spread the children out as much as possible.

Read questions (apart from during reading paper) and encourage them to keep focussed throughout.

Breakfast club during SATs week.

# Marking of KS2 SATs

The children will be given scaled scores. You will be given your child's **raw score** (the actual number of marks they get), **alongside their scaled score and whether they have reached the national average.**

- The scores range from 80-120.
- The scaled score required to achieve the Expected Standard last year was 100.
- Anything below that score has not met the expected standard.
- Greater Depth was classed as a scaled score of 110.



## How can parents help children prepare?

The SATs tests don't give a definitive answer about how good a child is at English or maths and they don't tell us how good they'll be at these subjects in the future.

The tests are designed to be a snapshot of what children can do at the end of Year 6, testing the skills and knowledge that will help children to go on and do well at secondary school.

# How can parents help children prepare?

1. Make a timetable together with your child. (Keep this short and varied.)
  - a) Set aside time during the week when your child will study the skills required for the tests in reading/maths/Spag.
2. Support your child on areas they find difficult.
3. Above all don't STRESS - children need to be relaxed and look forward to demonstrating what they have achieved at primary level.
4. During SATs week ...

# How can parents help children prepare?

1. Practice questions – past papers  
<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>
2. Read at home
3. Practise spellings
4. Identify areas they are finding challenging and support them or bring them to school for us to support them



Thank you

Any questions, please email school.

Thank you for your continued support.