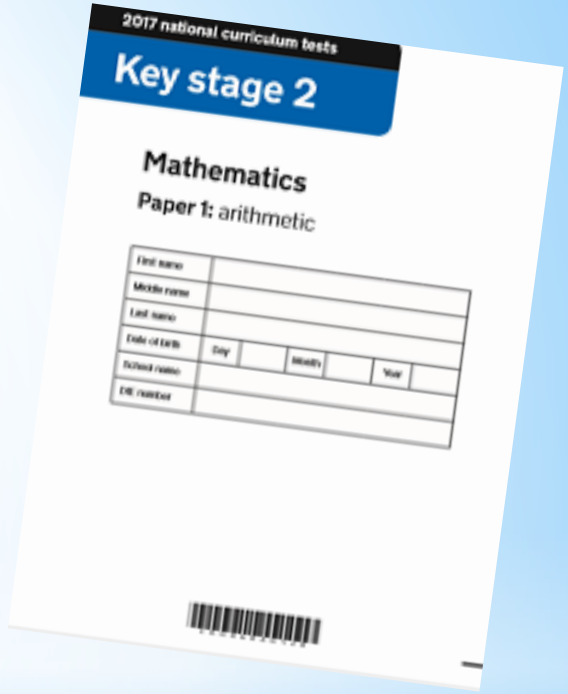


Y6 SATs 2024
Information Evening

Agenda

- What are SATs and why do we have them?
- When are they?
- What are the outcomes?
- What are they like?
- How are they reported?

To measure the child's progress and attainment

To measure effectiveness of the school in comparison to local and national data

Why do children sit SATs tests?

Secondary school data

SATs Week 2024

Monday 13 May 2024	Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2
Tuesday 14 May 2024	English Reading
Wednesday 15 May 2024	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 16 May 2024	Maths Paper 3 (Reasoning)

All exams are in the morning. Please avoid booking holiday during this time, or in the lead up to SATs!

‘Grades’

- For Reading, Maths and SPaG these grades come from the SATs tests.
- For writing and science, these are teacher assessed.
- For each one, your child will be awarded either:
- EXS = working at the expected standard
- WTS = working towards the expected standard (i.e. has not quite met the expected standard)
- GDS = working at greater depth (i.e. well above the expected standard)
- NB: There is no greater depth awarded for science, for some reason.
- These are reported in your child’s end of year report.

Reading

- 1 hour to complete the test
- 3 texts, usually a range of fiction and non-fiction
- A set of questions (usually around 14) about each text
- Not a memory test – the children can refer to the questions as much as they want!
- Focus on understanding language style and vocabulary, retrieval of information and their comprehension through inference/deduction style questions.
- Scored out of 50 – 1, 2 and 3 mark questions

Retrieving Information

22 Look at the section headed: ***Frequently asked questions***.

How long did the fastest swim across the Channel take?

_____

1 mark

16 What event made Matthew Webb want to swim the English Channel?

_____

_____

1 mark

Vocabulary/ Understanding Language

1 *A Siamese cat **crouched** on a tree branch, peering down at Gaby with brilliant blue eyes.*

Which word is closest in meaning to *crouched*?

Tick **one**.

- balanced ☐
- squatted ☐
- trembled ☐
- pounced ☐

1 mark

17 Look at the paragraph beginning: *Twenty-seven-year-old Webb...*

Find and **copy one** word from this paragraph that is closest in meaning to 'motivated'.

_____

1 mark

11 *She resettled on the branch, considering her options.*

What does *considering her options* mean in this sentence?

Tick **one**.

- thinking about what to do ☐
- changing her mind ☐
- looking at it from the cat's point of view ☐
- wishing her mother was there ☐

1 mark

Comprehension/ inference/ deduction

26 David Walliams was determined to be successful in his attempt to swim the English Channel.

Give **one** piece of evidence from the text which shows this.

_____

_____

1 m

Look at the paragraph beginning: *Well, she'd just have to not fall...*

The cat was too shiny. Too chubby.

What conclusion does Gaby draw from this?

_____

_____

1 mark

36 Look at the paragraph beginning: *Carefully, Michael leaned...*

What does this paragraph tell you about Michael's character?

Explain **two** features of his character, using evidence from the text to support your answer.

_____

_____

_____

_____

_____

_____

_____

3 marks

Spelling, Punctuation and Grammar (SPaG)

- Comprised of 2 tests – combined score

- Test 1 (45 minutes) measures their punctuation, spelling and grammar skills: terminology, word class, sentence types and structures (50 marks)
- Test 2 measures their ability to spell words using a variety of rules plus the ability to remember key exception words (20 marks)

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

Come and see me tomorrow I will not have time to see you today.

What is the **word class** of the underlined word in the sentence below?

The alarm rang and Jamal <u>immediately</u> jumped out of bed.

Tick **one**.

- conjunction ☐
- adverb ☐
- verb ☐
- determiner ☐

Which **verb form** completes the sentence?

After Disha _____ her medal, she gave a television interview.

Tick **one**.

- is collecting ☐
- had collected ☐
- has collected ☐
- was collecting ☐

Complete the sentence with an appropriate **subordinating conjunction**.

Tracey decided to walk _____ it was a lovely day.

1. Mum hit her _____ with the hammer.

2. The boy had _____ keeping up with his elder sister.

3. Add eggs to your cake _____.

4. The new laptop is light and _____.

Qu.	Spelling	Mark	Content domain reference
1	thumb	1	S60— words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
2	trouble	1	S40— the /ʌ/ sound spelt *ou*
3	mixture	1	S44— words with endings sounding like /ʒə/ or /tʃə/
4	portable	1	S56— words ending in *–able* and *–ible* words ending in *–ably* and *–ibly*

Mathematics

- Comprised of 3 tests
- Test 1 (30 minutes) Arithmetic

Not in context and a focus on number, fraction and percentages.

Encourage the children to use efficient methods

-Test 2 and 3 (each 40 minutes) Reasoning

Questions are in context or require a deeper level of understanding than just procedural mathematics. Number geometry, coordinates, fractions, decimals and percentages, angles, algebra are covered. No calculators allowed.

1 979 + 100 =

1 mark

7 472 – 9 =

1 mark

30 × 40 =

1 mark

505 ÷ 1 =

1 mark

29

Show your method

678 × 54

2,712

33,900

36,612

36,612

2 marks

25

Show your method

232

13 | 3016

−26

41

−39

26

−26

0

1 – 13
2 – 26
3 – 39
4 – 52
5 – 65
6 – 78
7 – 91
8 – 104
9 - 117
10 - 130

232

2 marks

31 $20 - 4 \times 2 =$

1 mark

24 $15.4 - 8.88 =$

1 mark

$\frac{3}{4} - \frac{3}{8} =$

1 mark

27 95% of 240 =

1 mark

6 Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.

What is the correct time?

1 mark

4 Write the three missing digits to make this **addition** correct.

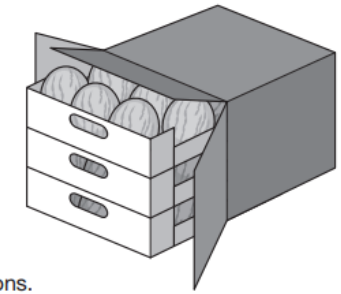
	5	3	2		9
+		7	4	2	
		0	6	7	6

2 marks

15 A box contains trays of melons.

There are 15 melons in a tray.

There are 3 trays in a box.



A supermarket sells **40** boxes of melons.

How many melons does the supermarket sell?

Show your method

melons

2 marks

> = <

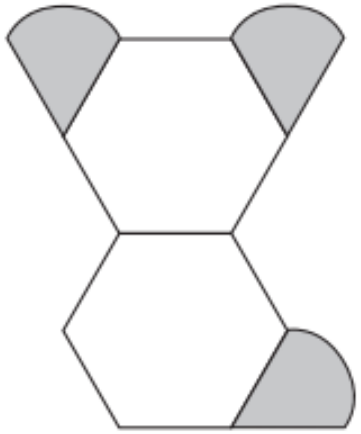
Write the correct symbol in each box to make the statements correct.

11×12	☐	15×10
$90 \div 30$	☐	$60 \div 20$
$120 \div 4$	☐	$160 \div 8$
30×8	☐	100×10

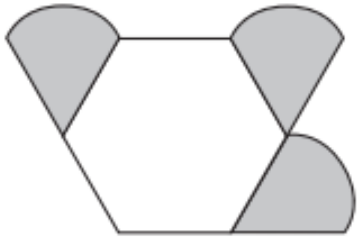
2 marks

21 Amina is making designs with two different shapes.

She gives each shape a value.



Total value is 147



Total value is 111

Calculate the value of each shape.

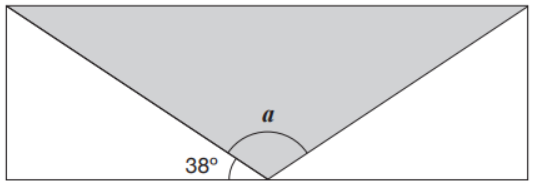
 =

1 mark

 =

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 °

2 marks

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?

Show your method

2 marks

Writing

Teachers are expected to base their judgements on a range of independent written work across the year.

25% of schools are externally moderated each year.

Pupils must evidence ALL the statements to achieve a certain standard. They do not have to evidence every standard in every piece of work.

Pupils need to produce around six pieces of work of the standard they are going for.

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 correctly^ (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]

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 writing[3] 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.^

[There are no additional statements for spelling or handwriting]

Pupil B – Piece D: a 'thank you' letter

Context: following a visit by a theatrical company, who performed a version of 'The Hobbit', by JRR Tolkien, pupils analysed features of a 'thank you' letter. They then planned and wrote their own letter to the company.

Dear M and M Theatrial Productions,

We would like to offer our gratitude for coming in on World Book Day to show us your play. It was really enchanting for us to watch.

For starters I found it amusing when Bilbo shouted out to an Alexa to play a song. It was quite funny because the song was about becoming a hero. And then you walked around the room singing the song.

The main thing that I enjoyed was when Bilbo and Thorin fought the dragon and then they shot the black arrow into its dark, scaley head. But on the other hand Thorin still died from the fierce spider. This scene was very tragic.

I really appreciate all of your effort in coming all this way to show us your play. I couldn't belive all of the actors remembered their lines seeing that the show was on for an hour.

My favourite character in the story was Balin because he was he was a true friend to Bilbo. However, the actor I liked best was Bombur because he had the job of playing three characters (Gandalf, Bombur and Goblin). He had to remember alot of lines for all three of them which is impressive.

Nevertheless, the only improvment I would make would for there to be some female actors. Overall, I really enjoyed your play. We are very greatful.

Yours Sincerely,

[redacted]

Pupil A – Piece A: a non-chronological report

Context: pupils examined examples of non-chronological report writing, before selecting and researching their own animal species to report on.

Pandas

The giant panda is part of the bear species originally from China. Their black and white pattern makes them easy to distinguish from their cousins- the red panda. In recent years, the number of giant pandas has decreased rapidly: with only 1864 remaining in the wild and less than 600 in captivity.

Diet

A panda's diet consits predominantly of bamboo roots, of which they eat 26-84 pounds ~~of~~ per day. Containing many nutrients, bamboo roots are a good source rich in sustinence. Around 10% of a panda's diet is from other forms of nourishment, such as small rodents, although this ~~isn~~ is not by choice: during the hottest summer months (July and August), bamboo roots are scarce due to drought and the panda must turn to alternatives. These black and white mammals drink an average of 5 litres of water per day and this is increasing: the effects of climate change are resulting in climbing temperatures and dehydration poses a real modern-day threat.
Cubs drink milk from ~~fr~~ their mothers, with those in captivity drinking an alternative milk mixture composed of cow and sheep milk. Since their teeth have not yet formed, a cub~~s~~ in prohibited from eating bamboo and instead can only supplement their milk intake with soft options such as marshmallow root and grass.

Habitat

The panda's primary habitat is in the forests of south China. Historically, the forests found in this region have been ideal and panda populations have thrived. However, in more recent decades, the forests have become overpopulated, seeing pandas pushed to the fringes of nearby towns and villages which has angered the human inhabitants.
Consequently, this led to a culling of wild pandas in the 1990s, the overhunting of which saw a steep decline in numbers. In 2010, the Chinese government passed new laws designed to protect the panda population and since then, numbers have been rising steadily.

Adaptions

Every panda must adapt to suit the environment surrounding them. When it is winter, the temperature drops to around -1°C and in the summer it rises to a peak of 40°C. ~~so~~ When the weather changes the pandas have to adapt to suit it. In the winter, the bamboo hardens, so the mammals grow large molar teeth to crush the bamboo sticks. Pandas normally have thick coats of fur - in the winter their coats get even thicker as the temperature drops.

Predators

When the panda cubs are first born, they are helpless which consequently makes them simple

prey. Most land animals living in the incinity feast on these innocent cubs, including snow leopards, geral dogs. yellow-throated martens and the Asian black bear. The only non-land animal who may pounce on the cubs are eagles. who pick them up in their beaks. then guy them back to their nests to devour them there.
As the pandas grow. they stop being prey and begin to be predators. Small rodents and pikas. eaten by grown pandas are caught as a result of a technique the bears use known as paw-holing. Pandas reach down into the burrow of the small mammals to retrieve them with their sharp claws. piercing them deeply and killing them almost instantly.

Life Cycle

Baby pandas are born alive, white and helpless, also weighing very little (100g). They start to develop their black and white pattern after a month: they begin crawling a three months. At six months, their teeth are fully developed. so they can start eating bamboo roots with ease.
At 2 years. the pandas grow in independence and consequently leave their mothers at this age. They start breeding at 4 and 6 years (females 4, males 6), and their gestation period lasts 3 to 5 months. Due to the weather being the warmest and most suitable for the cubs, their cubs are predominately born in August.
In the wild. pandas are able to live between 15 and 20 years. Conversly in captivity they can live up to 20-30 years as there are less dangers encounted. At the end of their lives, they can weigh between 70-120kg.

Science

Teachers are expected to base their judgements on a range of work across the year.

Key stage 2 science teacher assessment framework

Teachers should follow the guidance for using this science framework set out in the complete teacher assessment frameworks.

Working at the expected standard

Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- describe and evaluate their own and others' scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources
- ask their own questions about the scientific phenomena that they are studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary (i.e. observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources)
- use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate
- record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- draw conclusions, explain and evaluate their methods and findings, communicating these in a variety of ways
- raise further questions that could be investigated, based on their data and observations.

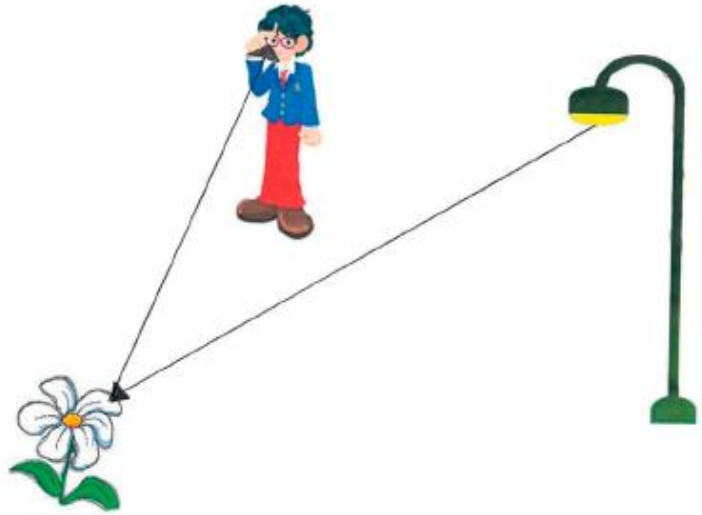
Science content

The pupil can:

- name and describe the functions of the main parts of the digestive (year 4), musculoskeletal (year 3) and circulatory systems (year 6); and describe and compare different reproductive processes and life cycles in animals (year 5)
- describe the effects of diet, exercise, drugs and lifestyle on how the body functions (year 6)
- name, locate and describe the functions of the main parts of plants, including those involved in reproduction (year 5) and transporting water and nutrients (year 3)
- use the observable features of plants, animals and microorganisms to group, classify and identify them into broad groups, using keys or other methods (year 6)
- construct and interpret food chains (year 4)
- describe the requirements of plants for life and growth (year 3); and explain how environmental changes may have an impact on living things (year 4)
- use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved (year 6); and describe how fossils are formed (year 3) and provide evidence for evolution (year 6)
- group and identify materials (year 5), including rocks (year 3), in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties (year 5)

Science content (continued)
• describe the characteristics of different states of matter and group materials on this basis; and describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle (year 4) • identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components (year 5) • identify, with reasons, whether changes in materials are reversible or not (year 5) • use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects (year 6), and the formation (year 3), shape (year 6) and size of shadows (year 3) • use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard (year 4) • describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source (year 4) • describe the effects of simple forces that involve contact (air and water resistance, friction) (year 5), that act at a distance (magnetic forces, including those between like and unlike magnetic poles) (year 3), and gravity (year 5) • identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force (year 5) • use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams (year 6) • describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night (year 5).

Title	**How we see**
Science content statement(s)	**The pupil can use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects** (year 6), and the formation (year 3), shape (year 6) and size of shadows (year 3).
Working scientifically statement(s) (if applicable)	The pupil can, using appropriate scientific language from the national curriculum, **record data** and results **using scientific diagrams** and labels, classification keys, tables, scatter graphs, bar and line graphs.
Context	In previous lessons, pupils had learnt that light travels in straight lines and had spent time exploring with torches and objects to experience and describe the phenomena of how we see objects. In this activity, pupils were asked to show their understanding by drawing a diagram, and then explain in their own words what is happening.
Comment	The pupil drew the light travelling in a straight line from the source to the flower and reflected from the flower to the boy's eyes, to explain how he could see it.



The boy can see the flower because the light from the light source travels to the flower then reflects off the flower to the boy's eyes.

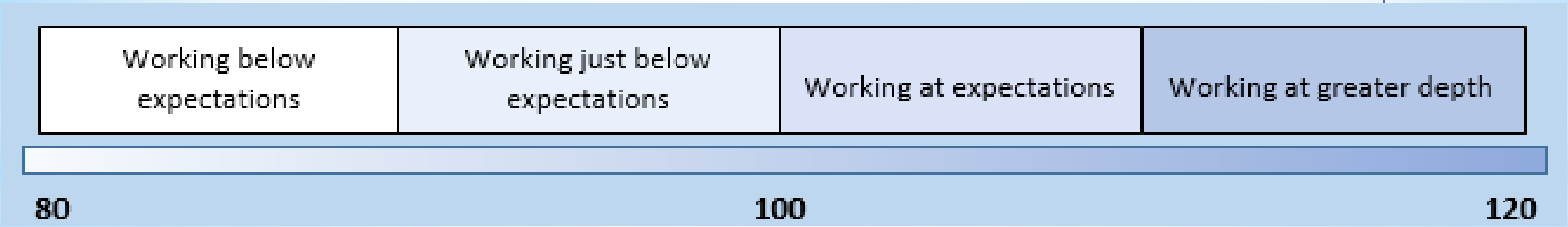
The light travels to the flower then reflects off it to the boy's eyes.

Scaled Score

Child A
Raw score 17/50
Standardised score of 93
Has not yet met the expected standard

Child B
Raw score 26/50
Standardised score of 100
Met the expected standard

Child C
Raw score 42/50
Standardised score of 114
110 or over is classed as 'Greater Depth'



Meeting the expected standard indicates that the child is in a good academic position to access the KS3 curriculum as their KS2 curriculum knowledge and understanding is at a good standard.

Of course, some children will not meet the expected standard so we will endeavour to get them as close to this as possible as we will focus on their progress.

Home support to prepare for SATs

- A positive attitude towards the tests;
- Encourage your child to talk to us if they express persisting anxieties about SATs. Remember that a small amount of anxiety is normal and not harmful;
- Continue to listen to them read;
- Support them with homework;
- Prioritise areas of need;
- Plan something restful for the weekends before and something fun for the weekend after SATs – this will help your child start the week well and also give them something to look forward to;
- Ensure your child has breakfast before school and brings in a snack and water bottle and ensure that they are getting a suitable amount of sleep.