



St George's Primary School

Year 6 SATs 2018

What can you and your child expect?



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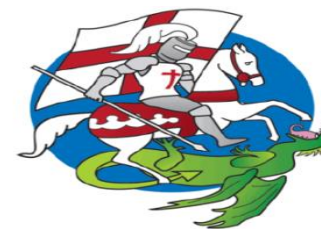
Explaining The Tests



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- May 14th – 17th
- Age related tests.
- Scored on a standardised ranking system.
- 100 is age appropriate.
- Below 100 means you are working below age appropriate expectations.
- Above 100 means you are working above age appropriate expectations.
- In previous years 110 was the higher standard.
- Challenge is much higher expectations for 2014 national curriculum

Time-Table



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Test	Date
English grammar, punctuation and spelling test Paper 1: short answer questions (45 minutes) Paper 2: spelling (15 minutes)	Monday 14th May
English reading test Paper 1: Reading comprehension (60 minutes)	Tuesday 15th May
Mathematics Paper 1: arithmetic (30 minutes) Paper 2: reasoning (40 minutes)	Wednesday 16th May
Mathematics Paper 3: reasoning (40 minutes)	Thursday 17th May

What Can We Do at Home?



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- Encourage a positive attitude.
- Make sure that your child is well rested. Early nights and a restful sleep are essential for an active brain.
- Encourage your children to get up early. The children will be starting their tests at approximately 9.00am each morning.
- They need at least 90 minutes awake time before they start their examinations.
- Make sure that your child has their breakfast and a healthy snack for morning break. The research shows us that our children's diet makes a huge difference to their learning and performance.
- Make sure that your child brings a water bottle to school. Children need to stay hydrated to perform well.
- Talk about SATs. Discuss with your children their feelings and anxieties. A problem shared is always easier to deal with.
- Bring your children to school early. We are opening a year six breakfast club at 8.20 am every morning during SATs, so that the children can relax whilst having toast, fruit or a drink with their friends.
- Remind your child that they don't fail their SATs. They show their next school what they know and what they need to learn next. Their best effort is all that we ask for. They are very important but the important thing is that they do their best.
- Plan something fun for the weekend before SATs to give them a boost!

Access Arrangements



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- Adjustments for children with particular needs
- Children with an Education Health and Care Plan
- Alternative access due to disability
- Unable to sit and work for long period due to disability or social, emotional or mental health difficulties
- Readers, scribes, rest breaks

Reading



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- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation

Sample Questions



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Short answers

A word or a phrase to answer the question.

Look at the paragraph beginning: *Oliver rowed...*

Find and **copy one** word that suggests that the summer afternoon was quiet.

1 mark

Several line answers

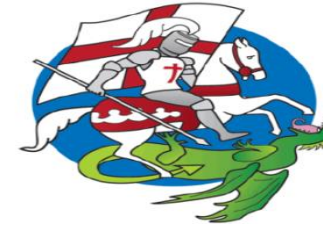
A sentence or two is required.

Look at the first paragraph, beginning: *Dawn was casting...*

How do you know that Martine wanted to keep this ride a secret?

1 mark

Sample Questions



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Longer answers

These are followed by a large box. A longer, more detailed explanation is needed.

In what ways might Martine's character appeal to many readers?

Explain fully, referring to the text in your answer.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3 marks

Other answers

No writing needed – a tick, line or circle is required.

What were Martine's grandmother's rules about riding the giraffe?

Tick **two**.

Ride only in daylight.

☐

Don't show off.

☐

Stay in the game reserve.

☐

Keep to a slow speed.

☐

No jumping.

☐

1 mark

Reading Booklet



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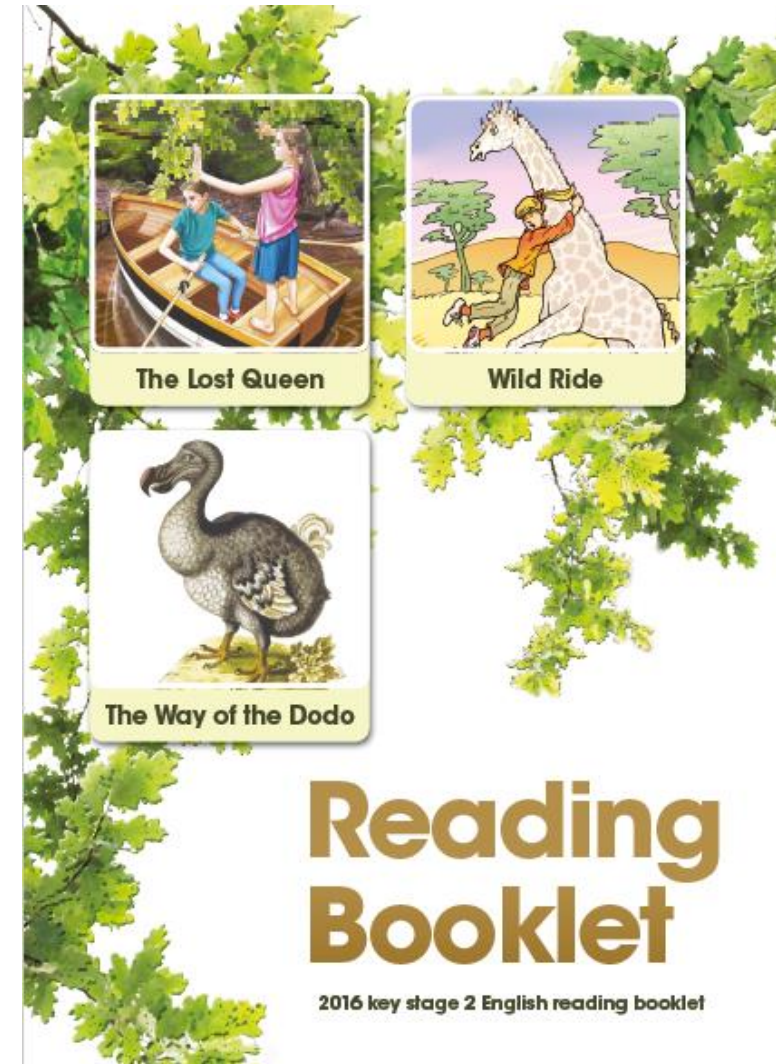
The text will start off easy and get harder as they progress through.

The question format remains the same as the questions practised in school.

Poetry

This discovery is helping to rehabilitate the image of this much-ridiculed bird. The very fact that the dodo was still alive and well on Mauritius 4,000 years after a drought that claimed the lives of thousands of animals is an indication of the bird's ability to survive. The remains are also helping scientists to find out more about the anatomy of the dodo, for example that it was a much slimmer bird than any pictures suggest.

As scientists learn more about the dodo, and begin to see the bird in a new light, we are reminded that the dodo was badly misjudged. Maybe it is humans who should be judged, as we can have a devastating impact on the natural world. No other creature should be allowed to go the way of the dodo.



How to help your child with reading



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- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read, even in Year 6!
- Read a little at a time but often, rather than rarely but for long periods of time.
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.



- A spelling test is administered containing 20 words, lasting approximately 15 minutes.
- A separate test is given on punctuation, vocabulary and grammar
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- Marks for these two tests are added together to give a total for spelling, punctuation and grammar.

Sample Questions



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Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark



Grammar, Punctuation and Spelling Paper 1

43

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

The insect-eating Venus flytrap is a carnivorous plant.

Tick **one**.

as a main clause

☐

as a fronted adverbial

☐

as a subordinate clause

☐

as a noun phrase

☐



- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

Sample Questions



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Maths Paper 1: Arithmetic

24

$$15.4 - 8.88 =$$

☐

1 mark

25

1 3 3 0 1 6

Show
your
method

☐

2 marks

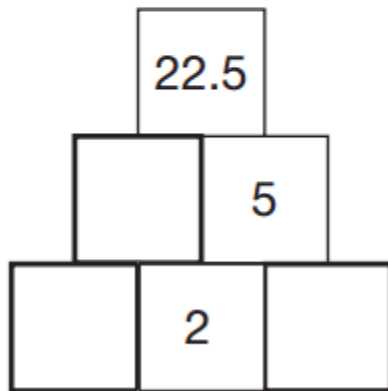
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Maths Paper 2 / Paper 3 : Reasoning

14 Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



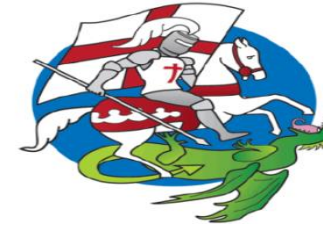
16 Large pizzas cost £8.50 each.
Small pizzas cost £6.75 each.
Five children together buy one large pizza and three small pizzas.
They share the cost equally.

How much does each child pay?

Show
your
method

£

How to help your child with Maths



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- Play times tables games.
- Play mental maths games, there are some good links to games on our website and the MyMaths website.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, Sudoku, draughts or chess. These can help with reasoning skills.
- Make sure children attend Booster groups.

How is writing assessed at the end of Year 6?



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- No written test.
- Teacher Assessment and moderation. Moderate with other schools.
- Use of objectives based on National Curriculum standards.
- Local authority will moderate our school every 4 years.

vibrant coral which sat slept on in the centre of the reef. Quietly, the elongated seaweed swayed calmly. it elegantly grasped and entwined itself with innocent creatures. Mythical creatures swam through the serene atmosphere, their obsurb, disformed figure comfortably swaggering through the sea. The surface was streaked with shards of moonlight whilst the beneath was coated with an empty glow. Without a warning, a pair of fantasy figures splashed through the severity and bathed in the moonlight. The first one was slightly older and had a set blonde ringlets down to her slim waist. Her eyes glowed ^{azule}sapphire blue, to match her perfect tail that was smothered in scales. The next was a gorgeous girl who's hair

What sort of writing is assessed?



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- Children's exercise books and other examples of written work in a variety of forms and for a range of purposes and audiences, taken from the whole of Year 6. This should include 'rough' work as well as 'finished' examples.
- Written work from other subjects as well as English, including cross-curricular projects.
- Examples of children's independent writing.
- Other evidence which the school considers relevant, for example homework.

All I could hear was the talented sound of violins and large cellos ringing in my ears while the ship was gently cradled by the salty waves. Carefully, I strolled down the glimmering corridor and down the sparkling glass steps into the busy dining room. Like a peckish hyena waiting for its dinner excitedly, I "speed-walked" over to a single table and slumped down in an incredibly comfy chair. It had been a long day...

How to help your child with Writing



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- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary
- Occasionally, allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Remind your children that their homework should be at the same standard as their school work.