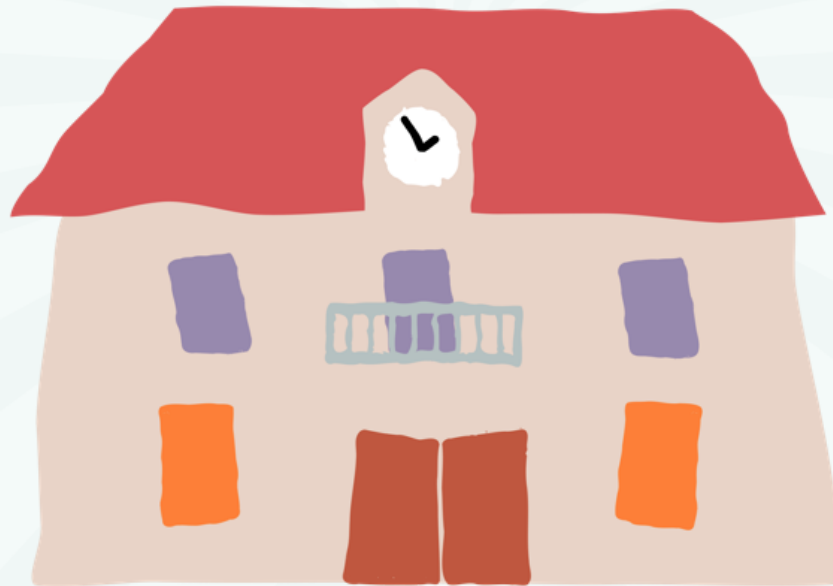


# Y6 SATS 2020

## Presentation for Parents & Carers



# What are the SATS tests?

- Tests taken at the end of KS2: **S**tatutory **A**ssessment **T**ests
- SATS week across the country begins on **11<sup>th</sup> May, 2020**.
- Pupils will complete test papers in some of the areas that have to be assessed:
  - Grammar, Punctuation & Vocabulary
  - Reading
  - Spelling
  - Arithmetic
  - Mathematical Reasoning – 2 papers

In some years, certain selected schools will take part in additional science sampling papers. We will inform you if our school is selected.

# How do the tests take place?

- The tests all take place in normal school time, under test conditions.
- Pupils will not be allowed to talk to each other during the tests.
- The teacher cannot help the child with questions, or explain meanings of technical vocabulary. However, they can read the question out loud to the child (except the reading paper).
- The completed papers are sent away to be marked externally.
- Results are returned to school in July.

# How do the tests take place?

- The tests vary in length but last no longer than 60 minutes:
  - Grammar, Punctuation & Vocabulary: 45 minutes
  - Spelling: 15 minutes
  - Reading: 60 minutes
  - Arithmetic: 30 minutes
  - Mathematical Reasoning: 2 papers of 40 minutes each.

2020 SATs will be from Mon 11<sup>th</sup> May – Thurs 14<sup>th</sup> May

Typically it follows this timetable:

Mon – GPS

Tues – Reading

Weds – Maths Paper 1 and 2: Arithmetic and Reasoning

Thurs – Maths Paper 3: Reasoning

# The GPS Tests

- There are two tests: a short spelling test and a longer paper testing grammar, punctuation and vocabulary.
- The spelling test lasts approximately 15 minutes and pupils will need to spell 20 words in context by filling in the gaps within sentences.
- The grammar, punctuation and vocabulary test lasts for 45 minutes.
- Pupils need a good working knowledge of technical vocabulary used to describe grammatical terms and punctuation marks.
- There are a range of answer types in the grammar test, including multiple choice and short one-word answers, but there will not be any long written answers required

# The GPS Tests

- Questions in the grammar test are focused around the following areas, which are called 'content domains':
  - Grammatical terms/word classes
  - Functions of sentences
  - Combining words, phrases and clauses
  - Verb forms, tenses and consistency
  - Punctuation
  - Vocabulary
  - Standard English and formality

# The GPS Tests

## Example questions

**18.** The grey clouds looked \_\_\_\_\_ in the sky.

**19.** Omar put the cutlery back in the \_\_\_\_\_.

**20.** Ellen's gold bracelet was her most treasured \_\_\_\_\_.

# The GPS Tests

## Example questions

1

Tick the sentence that must end with a **question mark**.

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

Tick **one**.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

1 mark

23

Draw a line to match each word to its correct **antonym**.

**Word**

meandering

sympathetic

evade

plausible

**Antonym**

confront

unfeeling

unbelievable

straight

1 mark



# The GPS Tests

## Example questions

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.



1 mark

16

What is the name of the **punctuation mark** used between the two main clauses below?

My sister loves team sports; my brother, on the other hand, prefers individual sports – such as athletics.

\_\_\_\_\_

1 mark

14

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

My baby brother was born in the hospital where my father works.

Tick **one**.

as a preposition phrase

as a relative clause

as a main clause

as a noun phrase

1 mark

48

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

The school offered three clubs for its pupils art and craft,  
dance and chess.

1 mark

# The Reading Test

- The test assesses whether pupils' comprehension of age appropriate texts meets the national standard. There will be numerous questions on inference, vocabulary and authorial choice.
- Pupils will have 60 minutes to complete the test, including reading the texts and writing the answers.
- The test will have three different texts to read, drawing on fiction, non-fiction or poetry.
- There are a range of answer types, including multiple choice, short one-word answers and longer answers that require a written paragraph.

# The Reading Test

- Questions are focused around the following areas, which are called 'content domains':
  - 2a) give/explain the meaning of words in context;
  - 2b) retrieve and record information/identify key details from fiction and non-fiction;
  - 2c) summarise main ideas from more than one paragraph;
  - 2d) make inferences from the text/explain and justify inferences with evidence from the text;
  - 2e) predict what might happen from details stated and implied;
  - 2f) identify/explain how information/content is related and contributes to meaning as a whole;
  - 2g) identify/explain how meaning is enhanced through choice of words and phrases;
  - 2h) make comparisons within the text.

# The Reading Test

## Example questions

9 Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

---

---

---

---

2 marks

18 *Gentle, and small, and frail*

How do these words make the reader feel about the snail?

---

---

1 mark

11 Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.	<input type="checkbox"/>	<input type="checkbox"/>
Brushing your teeth in space is a joy.	<input type="checkbox"/>	<input type="checkbox"/>
Being weightless is endlessly entertaining.	<input type="checkbox"/>	<input type="checkbox"/>
Tourists can stay on the International Space Station.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

25 Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

Professor Summerlee.

Lord John.

Malone.

Professor Challenger.

1 mark

# The Reading Test

## Example questions

### How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2

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

---

---

1 mark

Example question, based on  
Text 2 – *Giants*:

17

*Gentle, and small, and frail*

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



1 mark

How would you like it –  
Supposing that you were a snail,  
And your eyes grew out on threads,  
Gentle, and small, and frail –  
If an enormous creature,  
Reaching almost up to the distant skies,  
Leaned down, and with his great finger touched  
Your eyes  
Just for the fun

2b) retrieve and record information/identify key details from fiction and non-fiction

# The Maths Tests

- There are three tests: one arithmetic paper and two reasoning papers.
- Paper 1 (arithmetic) lasts 30 minutes and assesses pupils' confidence using methods of calculation as well as fractions, decimals and percentages. It covers curriculum content from all of KS2.
- Papers 2 & 3 (reasoning) last 40 minutes each and focus on problem solving, fluency and applying mathematical reasoning.
- Questions will increase in difficulty as the paper progresses and not all children will complete the papers.

# The Maths Tests

- Questions cover the following areas, which are called 'content domains':
  - Number and place value
  - Addition, subtraction, multiplication and division (calculations)
  - Geometry – properties of shapes
  - Geometry – position and direction
  - Statistics
  - Measurement
  - Algebra
  - Ratio and proportion
  - Fractions, decimals and percentages.
- It is essential your child is secure in number and place value, and calculations.
- It is essential your child is secure in previous year group objectives.



# The Maths Tests

**25**

1	3	3	0	1	6
---	---	---	---	---	---

Show your method

2 marks

**25**

1	3	3	0	1	6	
		-2	6			
		4	1			
			-3	9		
				-2	6	
					-2	6
						0

Show your method

2 marks

**29**

		6	7	8
x		5	4	

Show your method

2 marks

**29**

		6	7	8		
x		5	4			
		2	7	1	2	
		3	3	9	0	0
		3	6	6	1	2

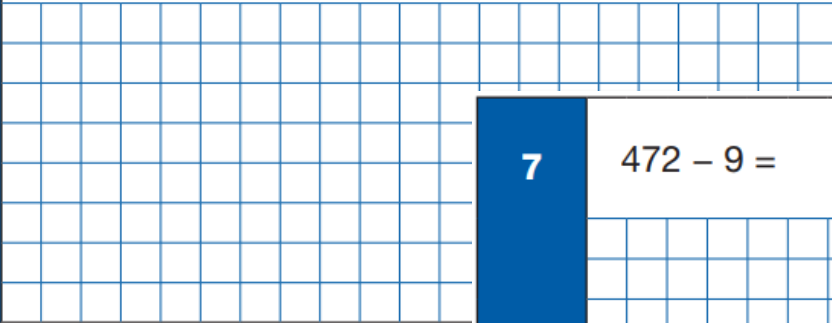
Show your method

2 marks

# The Maths Tests

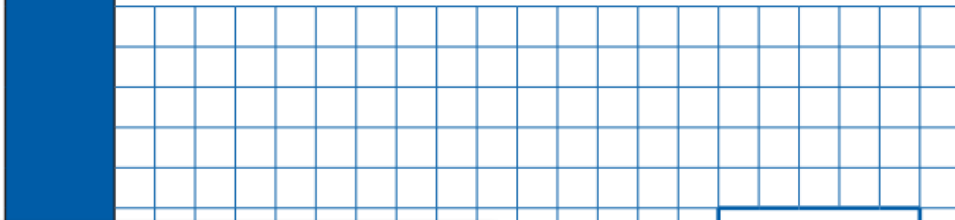
1

$979 + 100 =$



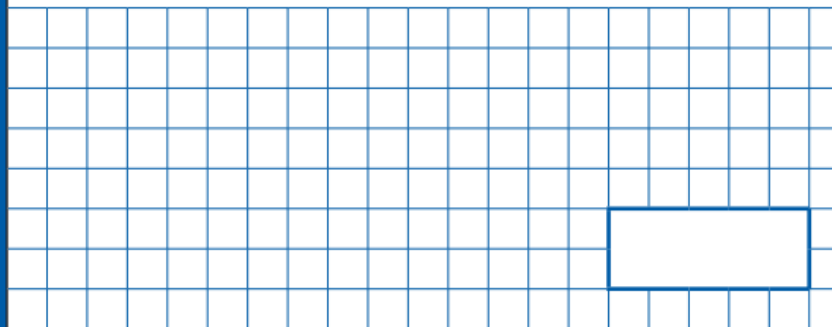
7

$472 - 9 =$

  
1 mark

31

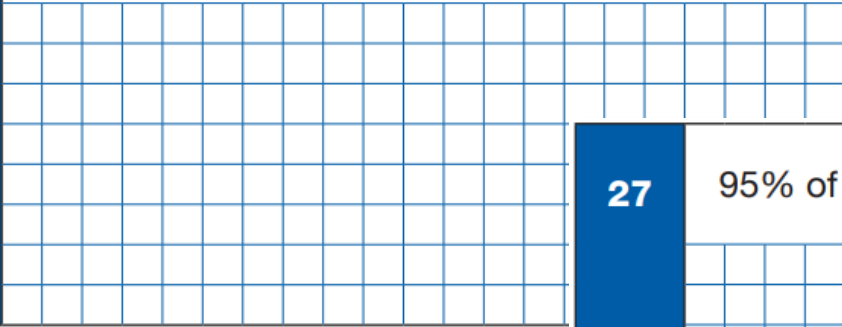
$20 - 4 \times 2 =$

  
1 mark

# The Maths Tests

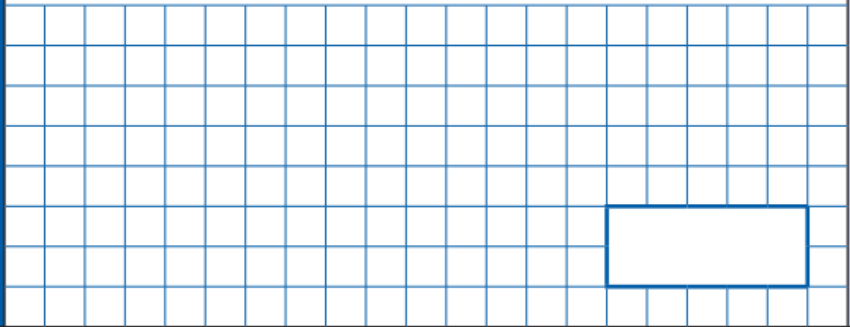
24

$$15.4 - 8.88 =$$



27

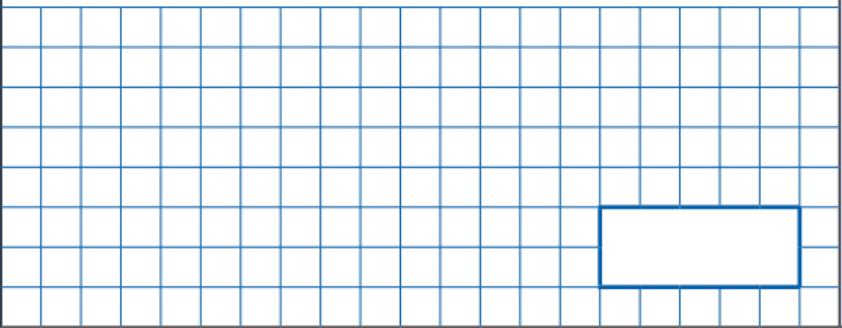
$$95\% \text{ of } 240 =$$



1 mark

30

$$17 \times 1\frac{1}{2} =$$



1 mark

# The Maths Tests

## Example questions

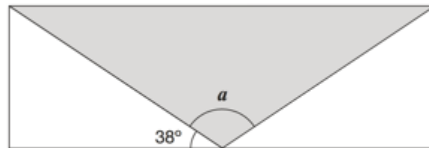
21

$$7,505 \div 5 =$$

1 mark

15

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



Not to scale

Calculate the size of angle  $a$ .

19

The area of a rugby pitch is 6,108 square metres.

A football pitch measures 112 metres long and 82 metres wide.

How much larger is the area of the football pitch than the area of the rugby pitch?

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/393384/sample\\_s12\\_mathematics\\_paper3\\_reasoning.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393384/sample_s12_mathematics_paper3_reasoning.pdf)

ingredients for chocolate ice cream.

cream	400 ml
milk	500 ml
egg yolks	4
chocolate	120 g
sugar	100 g



Stefan has only 300ml of cream to make chocolate ice cream.

How much **chocolate** should he use?

# Other Assessments

- There is no writing SATS test.
- Writing assessments will be formed from judgements made by the teacher, looking at evidence from writing collected over the course of the year.
- The teacher will moderate their assessments with other professionals to make sure there is a consistent standard across the country. These judgements are then moderated.
- Final judgements will be reported to parents at the same time as the SATs results.
- There is currently no statutory science test for SATs, however some schools are selected to sit a science sampling test. We will inform you if we are selected.

# How are the tests graded?

- The marked tests will provide the following information:
  - A raw score (i.e. number of marks)
  - A scaled score (see below)
  - An indication of whether the national standard has been met.

After marking each test, the external markers will convert each raw score into a scaled score to show whether each child is working below, at or above the national standard.

When the scaled score is given, it is given in a range from 80 to 120.

**A scaled score of 100 or more is meeting the national standard.**

There are no separate tests for higher achieving pupils; however, **a scaled score close to 120 would show that a child is working above the national standard**

# How is my child supported in school?

- English and maths are taught by specialist teachers.
- A precise and tailored curriculum has been designed based on all children's specific needs.
- Fluid learning groups to ensure children are effectively supported and challenged.
- SATs style questioning, language and content integrated daily in to children's learning.
- Daily and weekly interventions are already taking place to ensure 'gaps' in children's learning are addressed. This can be any child at any stage.
- In school and after school boosters are already taking place to 'boost' learning.
- Homework given to support essential learning.
- Regular reviews of all children's learning and progression.

**DO NOT USE PAST PAPERS** – if your child has a tutor, insist they **do not** use them too – we will be using them!

## How can I help my child?

- Please think about your child wellbeing and mental health. Help your child to not feel worried or pressured about SATS. All that is asked is that they try their best, but please reassure children that the SATS should not be causing anxiety. Do give lots of praise and encouragement!
- Help children with organising and completing their homework (including spellings and mental arithmetic) and support their reading for pleasure activities. Try to hear you child read too and share a good book together!
- Ensure they are secure in calculations and timestables.
- Put maths into real life context: *“If there are 1,300 grams of flour in this pack, what is that in kilograms?”*
- Ensure they are secure in spelling rules and lists.
- Help them to have early nights and a healthy diet.
- Help your child to have the best possible attendance at school.

**Please speak to a member of staff if you have questions or concerns.**



# Time for Questions



## **Specific arrangements for SATs:**

Children with additional needs, who have similar provision in their day-to-day learning at school, may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to read for them;
- An adult to scribe (write) for them;
- Written or spoken translations of the mathematics reasoning papers;
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

*\*Pupils with an EHC plan are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time*