



Monksmoor Park CE Primary

Year 6 SATs
Parent & Carers'
Information
Evening



Year 6 SATs Parent Information Evening

Agenda:

- SATs Key information
- Test papers
 - SPaG
 - Reading
 - Maths
- Writing
- Specific arrangements
- Results
- Supporting your child
- After SATs

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 12th May** ending on **Thursday 15th May**.
- The SATs papers consist of:
 - Grammar, punctuation and spelling (paper 1: GPS) – **Monday 12th May**
 - Grammar, punctuation and spelling (paper 2: Spelling) – **Monday 12th May**
 - Reading – **Tuesday 13th May**
 - Maths (paper 1: Arithmetic) – **Wednesday 14th May**
 - Maths (paper 2: Reasoning) – **Wednesday 14th May**
 - Maths (paper 3: Reasoning) – **Thursday 15th May**
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.

When and how the SATs are completed

- The tests take place during normal school hours, under exam conditions.
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- After the tests are completed, the papers are sent away to be marked **externally**.
- The results are then sent to the school in July.
- Each test lasts no longer than 60 minutes:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes
 - Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes
 - Reading – 60 minutes
 - Maths (paper 1: Arithmetic) – 30 minutes
 - Maths (paper 2: Reasoning) – 40 minutes
 - Maths (paper 3: Reasoning) – 40 minutes

Test Papers

Whilst all SATs papers are freely available online, we ask that you don't use the 2023 papers as we will be using these for a Mock week.

The results of the Mock week will be used alongside what we already know about your child to help us ensure all children are given support in the area they need it most prior to the May SATs.

The sections of older papers are being used to practise in class.

Note: Questions from the 2018 papers are being shared with you today.

SPaG Papers - English grammar, punctuation and spellings papers (SPaG)

Paper 1 – 50 marks

- Grammatical terms / word classes
- Functions of sentences
- Combining words, phrases and clauses
- Verb forms, tenses and consistency
- Punctuation
- Vocabulary
- Standard English and formality

Paper 2 – Spelling only (20 marks)

SPaG Paper 1 - *Grammatical terms / word classes*

- *Nouns*
- *Verbs*
- *Adjectives*
- *Conjunctions*
- *Pronouns*
- *Possessive pronouns*
- *Relative pronouns*
- *Adverbs*
- *Adverbials*
- *Prepositions*
- *Determiners*
- *Subject and object*

20

Replace the underlined word or words in the sentence below with the correct **pronouns**.

For his ninth birthday, James visited his grandparents and his grandparents took James to the cinema.

↓ ↓

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13

Which sentence uses the word round as an **adjective**?

Tick **one**.

The dog ran round in circles.

There was a round of applause.

The castle had a round tower.

The team has already made the final round.

42

Circle the **possessive pronoun** in the passage below.

The boy showed me around the school. He took me to the music room and pointed out which classroom was his.

SPaG Paper 1 - *Combining words, phrases and clauses*

- *sentences and clauses*
- *relative clauses*
- *noun phrases*
- *Coordinating conjunctions*
- *Subordinating conjunctions*
- *subordinate clauses*

26

Which sentence contains a **relative clause**?

Tick **one**.

The boy who I met at the park is in my class.

The team is going to play a match tomorrow.

Sue said that she wanted to learn to play the drums.

Whenever they have time, they like to go cycling.

32

Label each of the clauses in the sentence below as either **main (M)** or **subordinate (S)**.

When the bell rang, we dashed into the playground and

we started a game of football.

SPaG Paper 1 - *Verb forms, tenses and consistency*

- *Simple past*
- *Simple present*
- *Verbs in the perfect form*
- *Modal verbs*
- *Present and past progressive*
- *Tense consistence*
- *Subjunctive form*
- *Passive and active*

30

Rewrite the verbs in the boxes to complete the sentences with the correct choice of **tense**.

The visitors left after they _____ their coffee.

to finish

Jo usually _____ up early on Saturday morning and

to wake

goes swimming before breakfast.

48

Rewrite the underlined verbs in the sentence below so that they are in the **present progressive** form.

Jim learns French at school. He plans to ski in the Alps in the spring.

SPaG Paper 1 - Punctuation

- *Capital letters*
- *Full stops*
- *Question marks*
- *Exclamation marks*
- *Comas in list*
- *Commas to clarify meaning*
- *Inverted commas*
- *Apostrophes*
- *Punctuation for parentheses*

- *Colons*
- *Semi-colons*
- *Single dashes*
- *Hyphens*
- *Bullet points*

25

Tick one box in each row to show whether the apostrophe is used for a **contracted form** or **possession**.

Sentence	Apostrophe for a contracted form	Apostrophe for possession
Where is Karen's pen?		
Joshua's hungry.		
Please get the dog's dinner.		
The cat's outside.		

2

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.

SPaG Paper 2 - Spelling

- 20 marks
- Does not test possessive apostrophe with plural words; use of the hyphen; contractions.
- Covers a range of spelling patterns which are taught in key stage 2
- Words from the Y3/4 and Y5/6 word lists
- Handwriting must be clear

Maths Papers 1, 2 and 3

- Paper 1:
 - Arithmetic
 - 40 marks
 - 30 minutes
- Papers 2 and 3:
 - Reasoning
 - 35 marks
 - 40 minutes

Maths Paper 1: Arithmetic

Types of questions:

- Addition and Subtraction
- Multiplication and Division
 - times tables facts
 - multiple/divide by 10, 100, 1000
 - Short and long multiplication and division
- Fractions
 - Add, subtract, multiply and divide
- Order of Operations (BODMAS/BIDMAS)
- Percentages of amounts

Maths Papers 2 and 3: Reasoning

Types of questions:

- Place Value
 - Addition and Subtraction
 - Multiplication and Division
 - Order of Operations (BODMAS/BIDMAS)
- Fractions, Percentages and Decimals
- Ratio, Proportion and Measurement
- Algebra
- Geometry
- Statistics

Maths Papers 2 and 3: Reasoning PV Areas

counting (in multiples)
read, write, order and compare numbers
place value; roman numerals
identify, represent and estimate; rounding
negative numbers
number problems
add / subtract mentally
add / subtract using written methods
estimate, use inverses and check
add / subtract to solve problems
properties of number (multiples, factors, primes, squares and cubes)
multiply / divide mentally
multiply / divide using written methods
solve problems (commutative, associative, distributive and all four operations)
order of operations

- 8** At the start of June, there were 1,793 toy cars in the shop.
- During June,
- 8,728 more toy cars were delivered
 - 9,473 toy cars were sold.

How many toy cars were left in the shop at the end of June?

Show your method

2 marks

- 3** Chen uses these digit cards.



She makes a 2-digit number and a 1-digit number.
 She multiplies them together.
 Her answer is a **multiple of 10**

What could Chen's multiplication be?

$$\begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array} \times \begin{array}{|c|} \hline \square \\ \hline \end{array}$$

1 mark

5

Complete this table with the missing numbers.

One row has been done for you.

Number	1,000 more
3,500	4,500
85	
	9,099
	15,250

2 marks

19

Dev thinks of a **whole** number.
 He multiplies it by 4
 He rounds his answer to the nearest 10
 The result is 50

Write **all** the possible numbers that Dev could have started with.

2 marks



Maths Papers 2 and 3: Reasoning FDP Areas

recognise, find, write, name and count fractions
equivalent fractions
comparing and ordering fractions
add / subtract fractions
multiply / divide fractions
fractions / decimals equivalence
rounding decimals
compare and order decimals
multiply / divide decimals
solve problems with fractions and decimals
fractions / decimal / percentage equivalence
solve problems with percentages

17 In each box, circle the number that is greater.

$1\frac{1}{2}$	1.2
----------------	-----

$1\frac{1}{4}$	1.3
----------------	-----

$1\frac{5}{100}$	1.4
------------------	-----

$1\frac{3}{5}$	1.5
----------------	-----

2 marks

6

Write these numbers in order of size, starting with the smallest.

1.9

0.96

1.253

0.328

--	--	--	--

smallest

1 mark

20

Adam says,

0.25 is smaller than $\frac{2}{5}$



Explain why he is correct.

1 mark

Maths Papers 2 and 3: Reasoning Algebra Areas

missing number problems expressed in algebra

simple formulae expressed in words

generate and describe linear number sequences

number sentences involving two unknowns

enumerate all possibilities of combinations of two variables

11 Here is a rule for the time it takes to cook a chicken.

Cooking time = 20 minutes plus an extra
40 minutes for each kilogram

How many minutes will it take to cook a 3kg chicken?

minutes

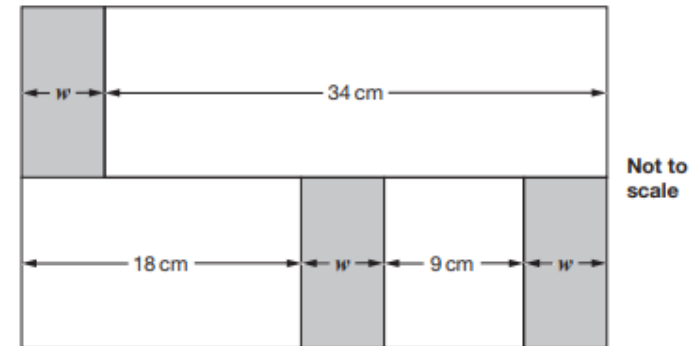
1 mark

What is the mass of a chicken that takes 100 minutes to cook?

kg

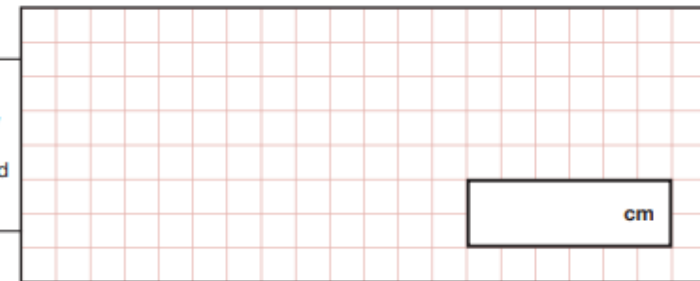
1 mark

22 In this diagram, the shaded rectangles are all of equal width (w).



Calculate the width (w) of one shaded rectangle.

Show your method



2 marks

Maths Papers 2 and 3: Reasoning Geometry Areas

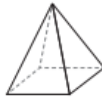
recognise and name common shapes
describe properties and classify shapes
draw and make shapes and relate 2-D to 3-D shapes (including nets)
angles – measuring and properties
circles
patterns
describe position, direction and movement
co-ordinates

12 Here are diagrams of some 3-D shapes.

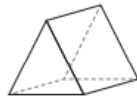
Tick each shape that has the same number of faces as vertices.



Cube



Square-based pyramid



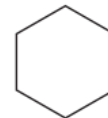
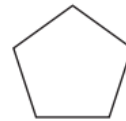
Triangular prism



Triangular-based pyramid

2 marks

13 Circle the pentagon with exactly four acute angles.



1 mark

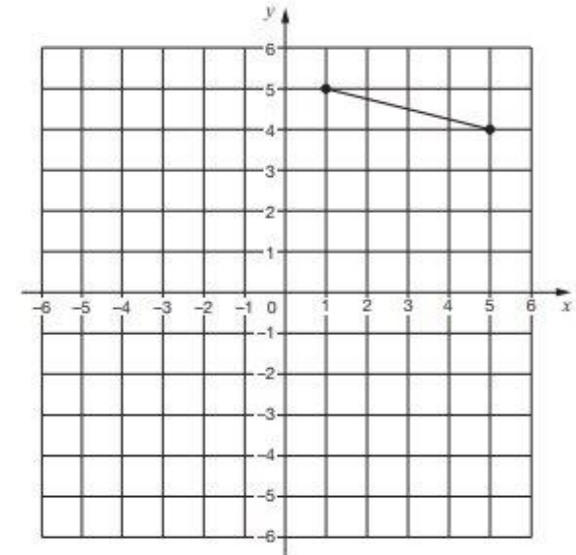
17 The vertices of a quadrilateral have these coordinates.

(1, 5) (5, 4) (1, -3) (-3, 4)

One side of the quadrilateral has been drawn on the grid.

Complete the quadrilateral.

Use a ruler.



1 mark

15 Look at the letters below.

Circle the letter below that has both parallel **and** perpendicular lines.

A C E L Z

1 mark

Maths Papers 2 and 3: Reasoning Stats Areas

interpret and represent data

solve problems involving data

mean average

9

Here is the morning timetable for Chen's class this week.

Time	Mon	Tue	Wed	Thu	Fri
9:00 am–10:30 am	Maths	English	Maths	English	Maths
10:30 am–11:00 am	Break	Break	Break	Break	Break
11:00 am–12:00 pm	English	Maths	Science	Maths	English

What is the **total** number of hours for **English** on this timetable?

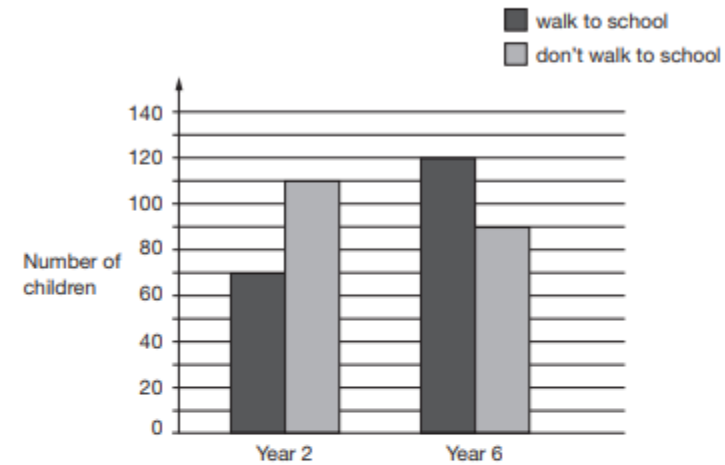
hours

1 mark

1

William asks the children in Year 2 and Year 6 if they walk to school.

This graph shows the results.



Altogether, how many children **don't** walk to school?

1 mark

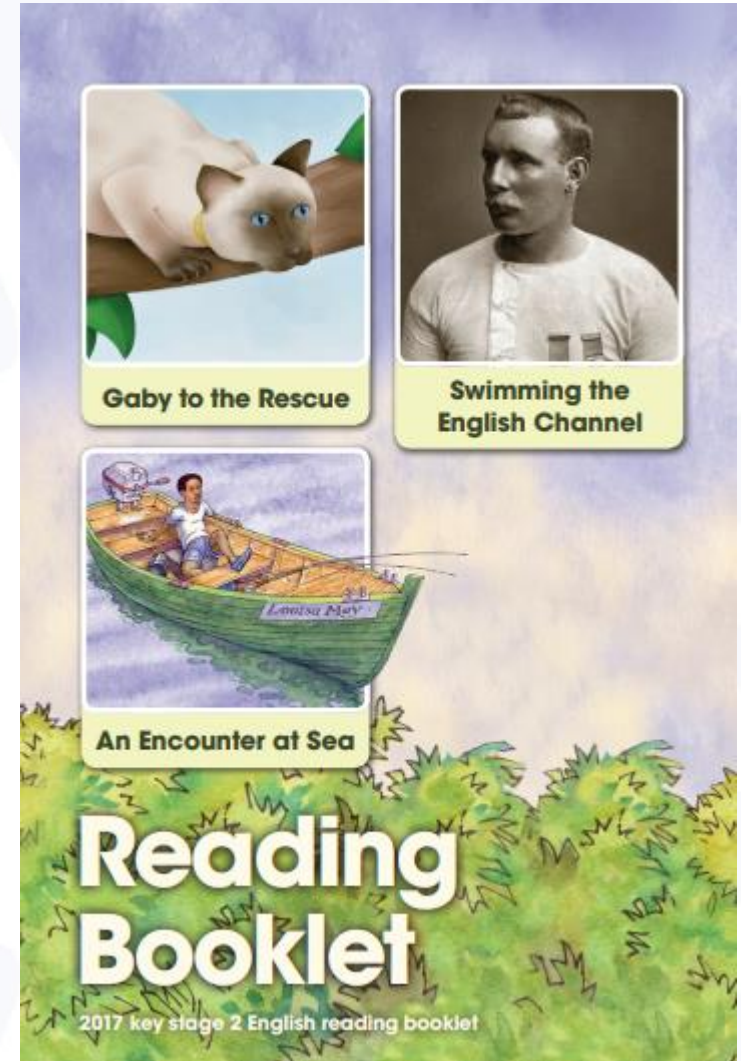
How many **more** Year 6 children than Year 2 children walk to school?

1 mark

Reading Paper

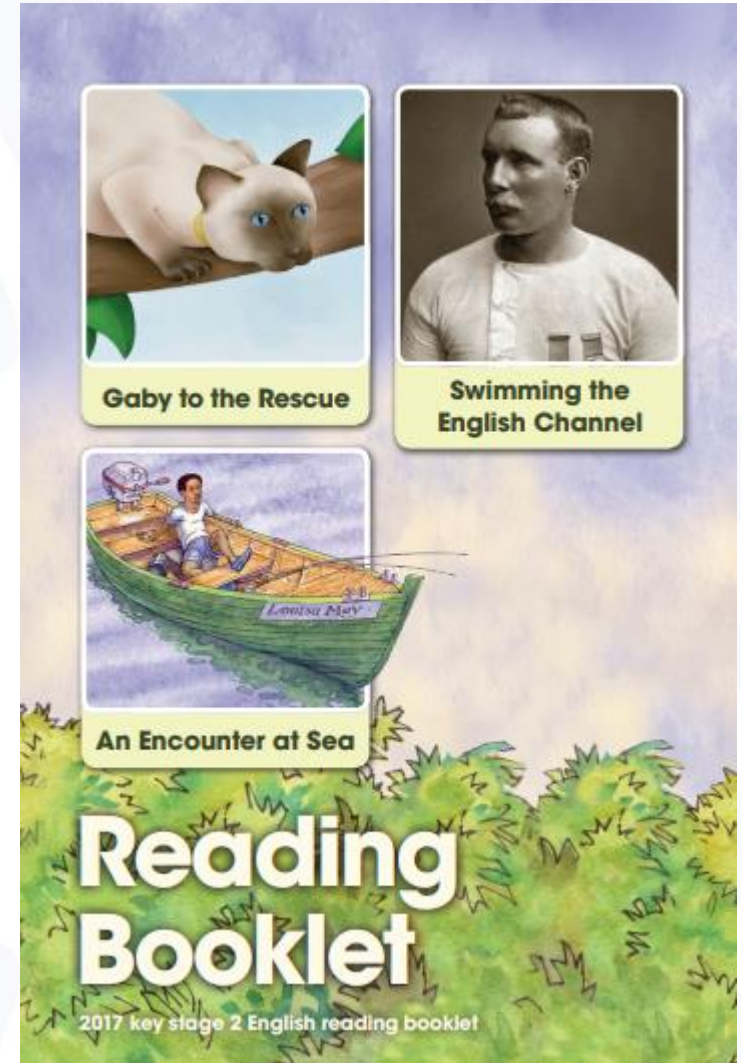
1 Paper – 50 marks

- Usually, 3 texts with a set of questions per text
- 1 hour
- Children read the first text then answer the first set of questions. They then repeat for the text two texts.
- We cannot read anything out to them.
- Spelling is not tested in this.
- Range of questions : short answers, several lines, selecting an answer from a choice.



Reading Paper – Areas assessed

- Give / explain the **meaning of words** in context.
- **Retrieve** and record information / identify key details from fiction and non-fiction.
- Make **inferences** from the text / explain and justify inferences with evidence from the text.
- **Summarise** main ideas from more than one paragraph.
- **Predict** what might happen from details stated and implied.
- Identify / explain how information / narrative content is related and contributes to meaning as a whole.
- Identify / explain how meaning is enhanced through choice of words and phrases.
- Make **comparisons** within the text.



Reading Paper

Give / explain the meaning of words in context.

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

31

...the 'putt-putt' of her engine was lost in the big, quiet stillness of the afternoon.

Choose the best words to match the description above. Circle both of your choices.

The boat was

chugging

smoking

racing

roaring

15

Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero.

Find and copy **two** different words from the sentence above that show how tired Matthew Webb was.

1. _____

2. _____

The image shows the cover of a 'Reading Booklet' for '2017 key stage 2 English reading booklet'. The cover features three story cards: 'Gaby to the Rescue' with a Siamese cat, 'Swimming the English Channel' with a man, and 'An Encounter at Sea' with a boat. The title 'Reading Booklet' is prominently displayed in large white letters on a green background.

Reading Paper

Retrieve and record information / identify key details from fiction and non-fiction.

7 Gaby thinks she makes two mistakes while trying to rescue the cat.

What is the **first** mistake that Gaby makes while trying to rescue the cat?

1 mark

19 Name **two** of the hardships that Matthew Webb faced in swimming the English Channel and explain how he dealt with them.

1. Hardship: _____

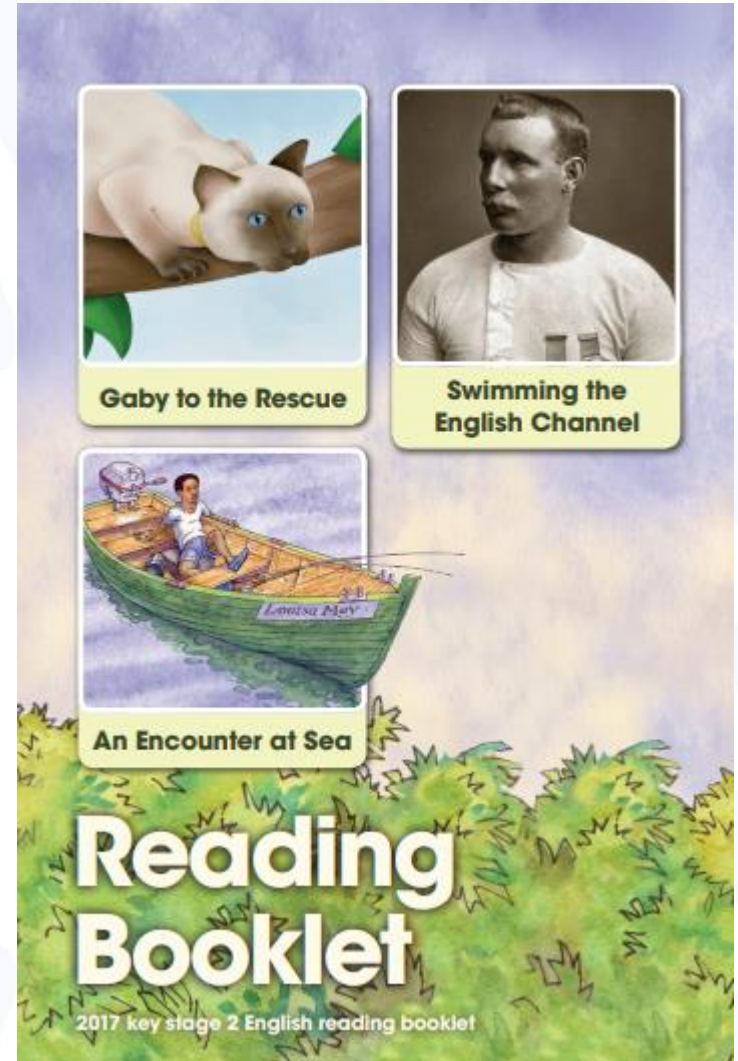
How he dealt with it: _____

2. Hardship: _____

How he dealt with it: _____

39 Tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Michael was in an unfamiliar area of sea when he saw the whale.	<input type="checkbox"/>	<input type="checkbox"/>
The boat was still motoring forwards when the whale appeared.	<input type="checkbox"/>	<input type="checkbox"/>
The whale felt warm and soft when Michael touched it.	<input type="checkbox"/>	<input type="checkbox"/>
Michael could not name the colour of the whale's eye.	<input type="checkbox"/>	<input type="checkbox"/>



Reading Paper

Make *inferences* from the text / explain and justify inferences with evidence from the text.

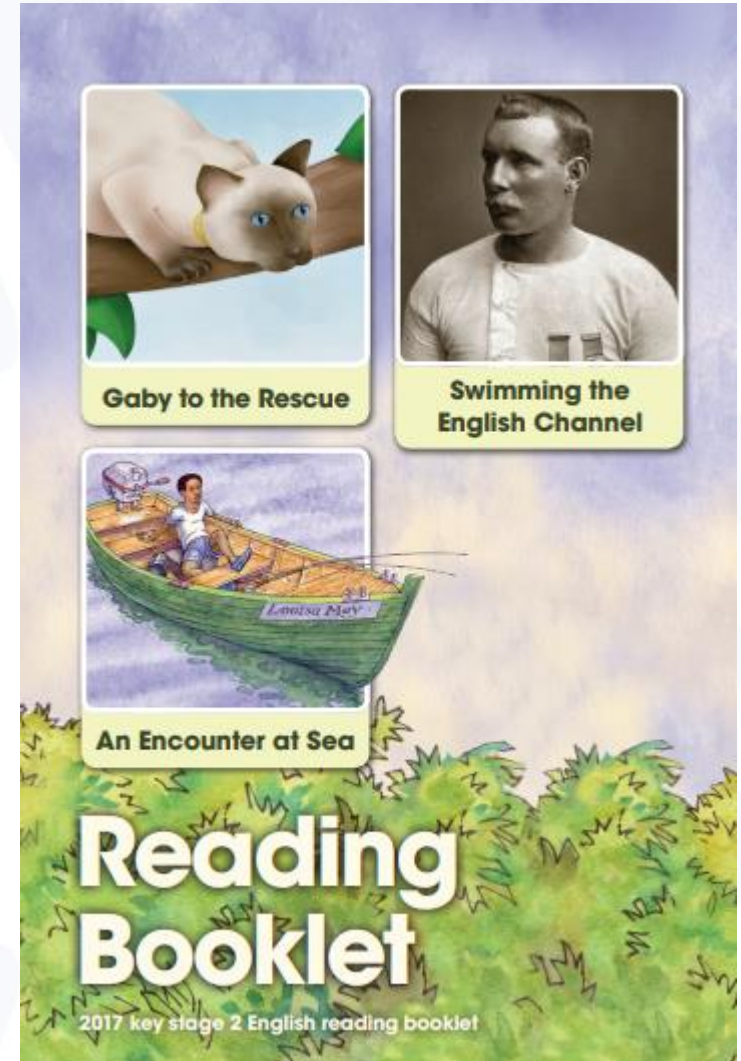
4 When Gaby pulls herself up on the branch on page 4, the cat meows.

What does Gaby think that the cat is trying to say when it meows?

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

Put a tick in the correct box to show whether each of the following statements is a **fact** or an **opinion**.

	Fact	Opinion
The temperature of the water in the Channel can range from 12°C to 18°C.		
Water with a temperature of 18°C is too cold to swim in.		
The direct distance across the Channel is approximately 21 miles.		
Faster swimmers do not swim as many miles across the Channel.		



Reading Paper

- **Summarise** main ideas from more than one paragraph.
- **Predict** what might happen from details stated and implied.
- **Identify / explain** how information / narrative content is related and contributes to meaning as a whole.
- **Identify / explain** how meaning is enhanced through choice of words and phrases.
- **Make comparisons** within the text.

29 ...like a toy sitting on a glass table.

What does this description suggest about the boat?

14 Number the following events 1–5 to show the order in which they happened.

The first one has been done for you.

- | | |
|--|--------------------------|
| Gaby breaks the universal rule of tree climbing. | <input type="checkbox"/> |
| Gaby notices the cat. | 1 |
| Gaby tries to pick up the cat. | <input type="checkbox"/> |
| Gaby remembers the water-balloon fight. | <input type="checkbox"/> |
| Gaby takes her cardigan off. | <input type="checkbox"/> |

27 Which of the following would be the most suitable summary of the whole text?

Tick one.

- | | |
|----------------------------|--------------------------|
| The Life of David Walliams | <input type="checkbox"/> |
| A Sporting Challenge | <input type="checkbox"/> |
| Sailing the Channel | <input type="checkbox"/> |
| Training for Survival | <input type="checkbox"/> |

28 Draw lines to match each section to its main content.

One has been done for you.

Section	Content
<i>The first Channel swimmer</i>	summarises key information about swimming the Channel
<i>Frequently asked questions</i>	shows contrasting viewpoints about swimming the Channel
<i>Safe to swim?</i>	gives information about the origins of swimming the Channel
<i>Celebrity swimmer</i>	highlights the continuing attractions of swimming the Channel

1 mark

Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- Using word processors independently;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

Pupils with an EHCP 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.

Writing

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to engage the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks and apostrophes mostly correctly
- spell correctly most words from the year 5 / year 6 spelling list*
- write legibly.¹

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 meaning
- select vocabulary and grammatical structures to achieve their purpose, doing this mostly appropriately (e.g. 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. linking words, pronouns, synonyms) within and between paragraphs
- use verb tenses consistently and correctly
- use the range of punctuation taught at key stage 2 correctly (e.g. commas and other punctuation to indicate structure)
- spell correctly most words from the year 5 / year 6 spelling list* to check the spelling of uncommon or more difficult words
- maintain legibility in joined handwriting with a cursive style

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 writing³ 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.⁴

[There are no additional statements for spelling or handwriting]

The results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

Supporting your child

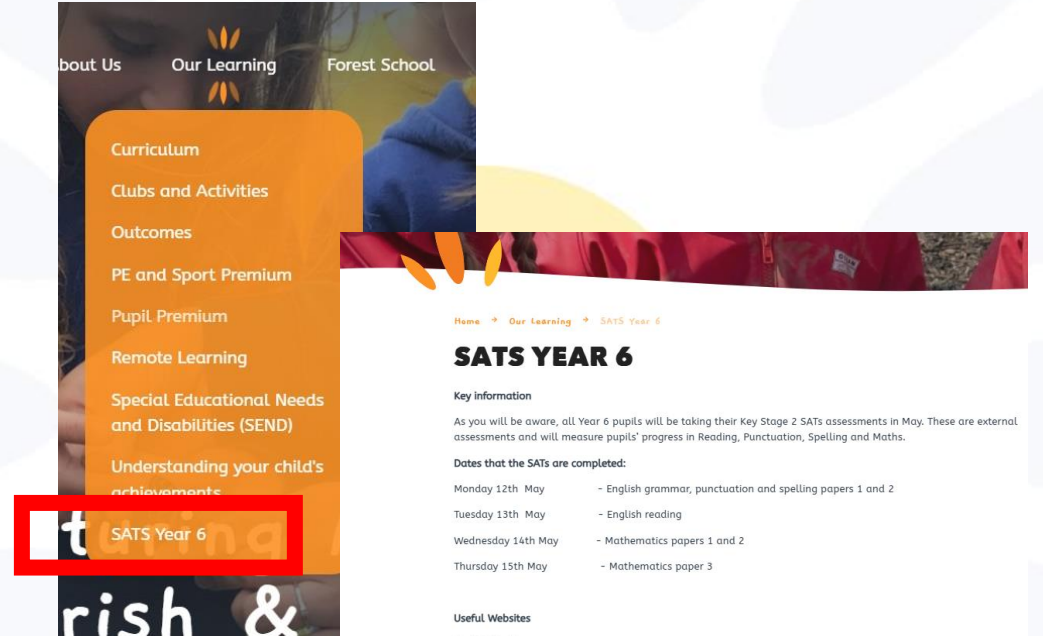
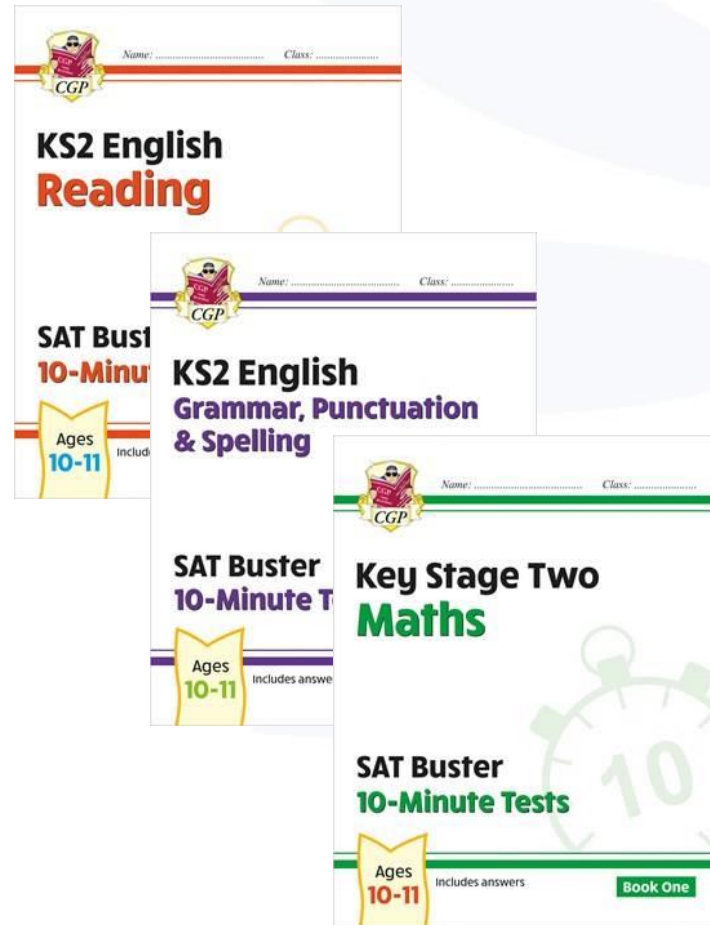
Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

Tips:

- Don't use past papers as they are used in school to prepare the children.
- Talk to your child's class teacher if you have any concerns rather than worry your child.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- Give your child a quiet, distraction free space to complete homework or study.
- Give your child time to go outside and reduce screen time.
- Ensure your child is eating and drinking well and getting a good amount of sleep.
- Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.

Supporting your child

Resources:



What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons or hobbies
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10 or 11 year old with the ability to better cope with the situation.

What to do if you are worried about your child

Talk to the school

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

Talk to your child

Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

Encourage your child to talk to their teacher

SATs are obviously linked to school. Don't be surprised if your child would prefer to seek reassurance from teachers over family members.

Try not to project your own anxieties or views about the SATs

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in SATs, your child may reflect this view.

Advice for Year 6 children

- Listen to your teacher.
- The adults you work with all want you to do your best.
- Get plenty of sleep and eat well, this will help your brain.
- Read all the questions carefully. This can help you to avoid silly mistakes.
- Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
- Remember that the Year 6 SATs last for 4 days out of your whole life!

“Stay focused in class so you don't have loads of extra studying to do at home!” – Year 7 pupil's advice.

Things to remember about SATs

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all their amazing personal characteristics.

SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year. Your school may be able to provide you with more detailed feedback.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.

After SATs

When SATs week has been completed the work does not stop!

We want to make sure every child is ready for secondary school and will continue to work on a broad curriculum that will ensure a smooth transition.

*We also have lots of activities already in the plans to make the last term at Monksmoor the **BEST EVER!***



After SATs - Residential



What's it all about?

Teachers and Leaders - more information



When

18th June – 20th June

Where

Liddington,
Wiltshire

Who

Mr Gatehouse
Mrs Kilsby
Mrs Towers
Others tbc

Time to celebrate!



Taylor Swift Wikita Farris Alfie Allan Maggie Rogers Nathan Aspinall Josh Allen Peter Capaldi Hill Poulter Adam Conroy	D. J. Williams Zachary Williams William Williams Nathan Williams D. J. Williams Leahy Williams Regina King	Aidan Gillen Sukhvir Singh Chris Hemsworth Jordan Peele Tyler Creator Jason Statham Lisa Kudrow Zane Lousie Quenon Dancy Jesse Lingard Jeff Bridges Lily Newmark Ellen White Rachel Daly Jessie Reay Shoshie Ruffalo	Alisha Weir Ben Barnes Chris Hemsworth Jordan Peele Tyler Creator Jason Statham Lisa Kudrow Zane Lousie Quenon Dancy Jesse Lingard Jeff Bridges Lily Newmark Ellen White Rachel Daly Jessie Reay Shoshie Ruffalo
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2025 LEAVERS

