



Year 6 SATs Parents briefing

Tuesday 7th March 2017



**Year 6 SATs are during the
week of the 8th – 11th May
2017.**

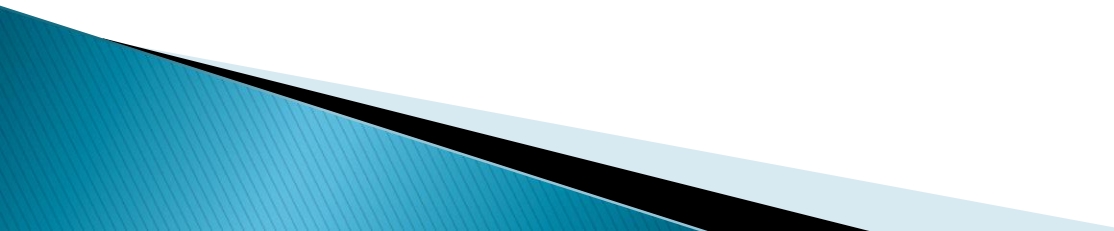
**No Year 6 absence during this
week please.**



Changes to KS2 SATs

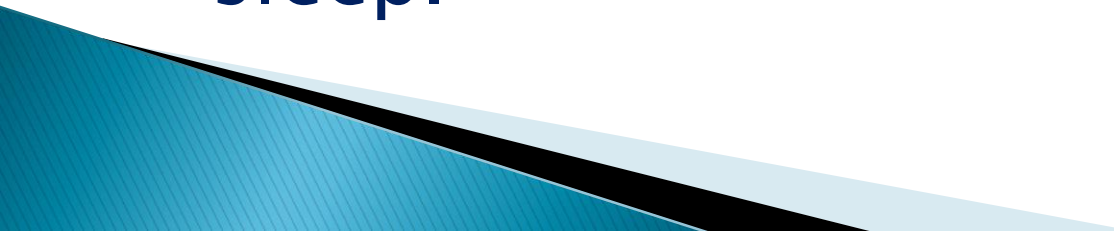
- ▶ In the summer term of 2016, children in Year 2 and Year 6 were the first to take the new SATs papers.
- ▶ These tests in English and maths will reflect the new national curriculum, and are intended to be more rigorous.
- ▶ There will also be a completely new marking scheme to replace the existing national curriculum levels.
- ▶ These tests meet the expected standards set by the new National Curriculum introduced in 2014.
- ▶ Our children have studied this curriculum for only 2 years, so we have a lot to learn.

What is expected by the end of KS2?

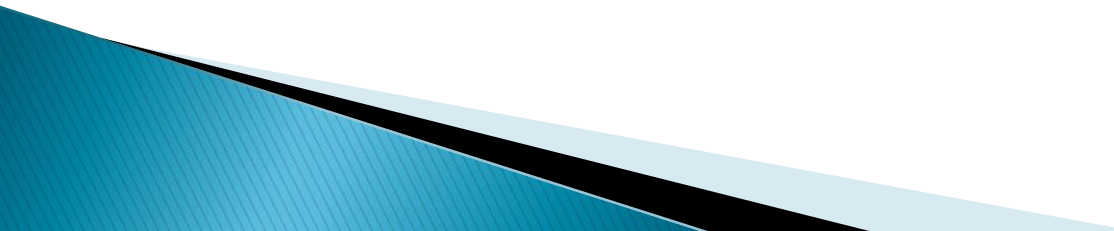
- ▶ The previous national curriculum levels have been scrapped, and instead children will be given scaled scores.
 - ▶ You will be given your child's raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the national average.
 - ▶ The score needed to reach the national average has yet to be announced.
- 

Ensuring the best results for your child – Parental support

Don't worry your child can not fail the SATs test. You can help by:

- ❑ Helping your child with their homework, hearing them read and help learn their multiplication tables and spellings.
 - ❑ Showing interest. Please ask your child how the test went.
 - ❑ Encourage your child to do their best.
 - ❑ Ensure that your child has a good night sleep.
- 

Ensuring the best results for your child – School support.

- ❑ The Year 6 children have had numerous practice assessment weeks.
 - ❑ Each child will be treated as an individual.
 - ❑ Free breakfast for each child in Year 6 between 7:45am – 8:30am in the school hall on the days of the tests
 - ❑ Each child will be encouraged by us to do their very best.
- 

Test Timetable

Monday 8 May

English reading test, reading booklet and associated answer booklet.

Tuesday 9 May

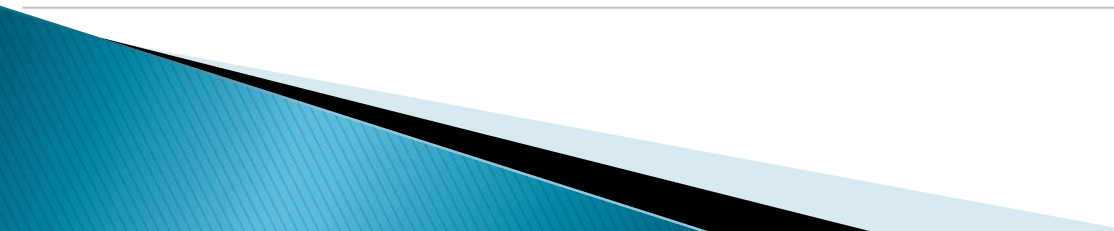
English grammar, punctuation and spelling test, Paper 1, short answer questions. English grammar, punctuation and spelling test, Paper 2, spelling.

Wednesday 10 May

Mathematics, Paper 1, arithmetic test. Mathematics, Paper 2, reasoning.

Thursday 11 May

Mathematics Paper 3, reasoning.



Year 6 Reading



phillipmartin.info

Key Stage 2 Reading

The reading test will provisionally be a single paper with questions based on one 800-word text and two passages of 300 words. **Your child will have one hour, including reading time, to complete the test.**

There will be a selection of question types, including:

- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

What's tested?

2a	2b	2c	2d
<i>Give/explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text/ explain and justify inferences with evidence from the text.</i>
2e	2f	2g	2h
<i>Predict what may happen from details stated and implied.</i>	<i>Identify/explain how information/ narrative content is related and contributes to meaning as a whole.</i>	<i>Identify/explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>

10

Match the events below to the year in which they happened.

Anousheh Ansari went to space.

1969

The first man stepped on the Moon.

1998

Dennis Tito went to space.

2001

The International Space Station was built.

2006

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.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

1 mark

13

Find out when a meteor shower is due and arrange to go star spotting with an adult...

In this sentence, the word *arrange* is closest in meaning to...

Tick **one**.

set out.

☐

meet.

☐

pack up.

☐

plan.

☐

1 mark

8

Look at Anousheh's blog entry for September 25th.

Find and **copy** a group of words that shows that Anousheh wrote her blog for others to read.

1 mark

15

Tick **true** or **false** in the following table to show what you should do when spotting shooting stars.

	True	False
Take warm clothes, a blanket, a pillow and a torch.		
Stay close to town.		
Point your torch up to the sky.		
You must have binoculars.		

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

- (b) At the start of the extract the men entered the forest...

carefully.

quickly.

fearfully.

noisily.

1 mark

- (c) There, they came to a patch where the stream was...

smaller.

bigger.

faster.

slower.

1 mark

- (d) The ferns here were spaced...

regularly.

randomly.

carefully.

equally.

1 mark

35

The mood of the characters changes throughout the extract.

- (a) **Find** and **copy** the group of words on page 9 where Lord John's mood changes.

1 mark

- (b) How does Lord John's mood change?

1 mark

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks

24

What is the main message of the poem?

Tick **one**.

People can learn a lot from holding small creatures.

☐

People should think about how their actions affect others.

☐

People are much bigger than frogs and snails.

☐

People should overcome their fear of nature.

☐

1 mark

Year 6 SPAG

Grammar



Spelling



KS2 SPAG

- ▶ The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and a 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.'

What's tested?

G1	G2	G3	G4	G5	G6	G7
Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality

12

3

5

8

14

2

1

KS2 Grammar Features

- Question mark x 2
- Verbs (was /were)
- Prefix
- *Comma after fronted adverbial (but no technical vocab)*
- *Past tense and knowledge of the term*
- Standard English (was were)
- Contractions – **correct spelling**
- Apostrophe of possession
- Cohesion via noun that refers to previous sentence
- eg Others
- Pronouns

- Adjective – correct spelling
- Relative clause
- Main clause; noun phrase; preposition phrase
- Modal verb
- Semi-colon – was only in L6 test
- Subordinate clause –knowledge of the terms
- Conjunctions – no longer see ‘connective’
- Synonyms
- Noun
- root

- Antonym
- Subject object
- Capital letters
- Active voice – was only in L6 test
- Dashes to indicate parenthesis
- Dash – clause boundary
- past progressive
- command sentence
- direct speech
- brackets (now punctuation for parenthesis)
- adjective or adverb
- commas and meaning – explain the effect
- hyphen



- passive voice – was only in L6 test
- subordinating conjunction
- preposition
- suffix to form adjectives – correct spelling
- coordinating conjunction
- subjunctive
- Determiners – including the article
- noun phrase
- present perfect
- **Commas in lists** - The use of commas in lists is a new part of the test framework, replacing the previous general reference to commas. It is unacceptable to use a colon before the list, unless this follows an independent clause.



- possessive pronoun
- adverb
- Colon - was only in L6 test
- exclamation mark/ fullstop/ comma/ question mark
- ...exclamation mark...

3

Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix

re

de

mis

im

il

Word

mature

understood

legible

frost

do

1 mark

4

Which sentence has been punctuated correctly?

Tick **one**.

Immediately after, dinner we did the washing up.

☐

Immediately after dinner we did, the washing up.

☐

Immediately after dinner, we did the washing up.

☐

Immediately, after dinner we did the washing up.

☐

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

7

Write the **contracted form** of the underlined words in the box.

That decision does not seem fair.



1 mark

10

What does the word Others refer to in the passage below?

Some plants, such as sunflowers, die in winter. Others, such as daffodils, survive as bulbs underground.

Tick **one**.

plants

☐

sunflowers

☐

daffodils

☐

bulbs

☐

1 mark

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.

↑	↑	↑	↑
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

25

Label the boxes with **V (verb)**, **S (subject)** and **O (object)** to show the parts of the sentence.

Nadia ate strawberries.

↑	↑	↑
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

17

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		

1 mark

22

What does the root struct mean in the word family below?

destruction

structure

reconstruct

Tick **one**.

break

☐

build

☐

carry

☐

touch

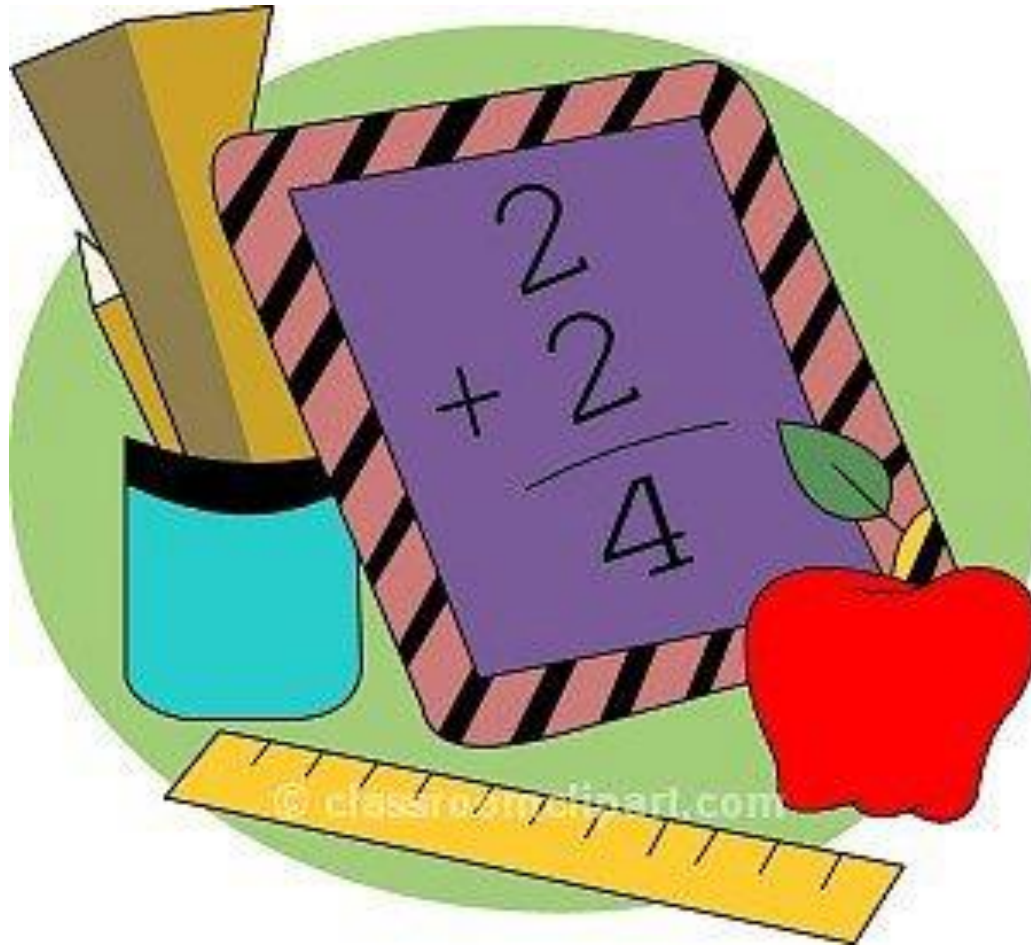
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1 mark

Qu.	Spelling	Mark	Content domain coverage
1	discover	1	S41 – Prefixes
2	mission	1	S47 – Endings which sound like / ʃən /, spelt <i>-tion, -sion, -ssion, -cian</i>
3	loose	1	S61 – Homophones, near homophones and other words that are often confused
4	sign	1	S60 – Words with 'silent' letters
5	country	1	S40 – The / ʌ / sound spelt <i>ou</i>
6	gymnastics	1	S39 – The / i / sound spelt <i>y</i> other than at the end of words
7	edible	1	S56 – Words ending in <i>-able</i> and <i>-ible</i> Words ending in <i>-ably</i> and <i>-ibly</i>
8	posture	1	S44 – Words with endings sounding like / ʒə / or / tʃə /
9	sleigh	1	S52 – Words with the / eɪ / sound spelt <i>ei, eigh, or ey</i>
10	delicious	1	S46 – The suffix <i>-ous</i>

10	delicious	1	S46 – The suffix <i>-ous</i>
11	scent	1	S51 – Words with the / s / sound spelt <i>sc</i>
12	illusion	1	S45 – Endings which sound like / ʒən /
13	re-enter	1	S41– Prefixes
14	parachute	1	S49 – Words with the / ʃ / sound spelt <i>ch</i>
15	abundance	1	S55 – Words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
16	unavoidably	1	S56 – Words ending in <i>-ably</i> and <i>-ibly</i>
17	dissolve	1	S41 – Prefixes
18	ominous	1	S46 – The suffix <i>-ous</i>
19	drawer	1	S61 – Homophones, near homophones and other words that are often confused
20	possession	1	S47 – Endings which sound like / ʃən /, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>

Year 6 Maths



- 3 papers:
 - 1 arithmetic paper
 - 2 mathematical reasoning papers
- Gridded paper provided in answer spaces for questions on the arithmetic paper and some questions on Paper 2

Format of the tests

	Key Stage 1	Key Stage 2
Papers	Paper 1: Arithmetic Paper 2: Mathematical reasoning	Paper 1: Arithmetic Papers 2 and 3: Mathematical reasoning
Total number of marks	Paper 1: 25 marks Paper 2: 35 marks Total: 60 marks	Paper 1: 40 marks Papers 2 and 3: 35 marks per paper Total: 110 marks
Timing	Paper 1: 20 minutes (approximately) Paper 2: 35 minutes (approximately) Total: 55 minutes	Paper 1: 30 minutes Papers 2 and 3: 40 minutes per paper Total: 110 minutes

Table 10: Profile of content domain

Content area Strand	Number of marks	Percentage of marks
Number, ratio and algebra Number, place value (N) Addition, subtraction, multiplication, division, calculations (C) Fractions, decimals and percentages (F) Ratio and proportion (R) Algebra (A)	83–93	75–85%
Measurement, geometry and statistics Measurement (M) Geometry – properties of shapes (G) Geometry – position and direction (P) Statistics (S)	17–27	15–25%

Table 11: Profile of marks by paper and national curriculum element

Paper	Number, ratio and algebra	Measurement, geometry and statistics	Total marks
Paper 1 (arithmetic)	40	0	40
Papers 2 and 3 (fluency, mathematical problem solving and mathematical reasoning)	22–26	9–13	70 (35 each paper)

National curriculum tests

Key stage 2

Mathematics

Paper 1: arithmetic pack

Information on when the tests should be administered and instructions on opening the test packs will be provided in this space on the 2016 live tests.

SAMPLE TEST

Published July 2015

These test administration instructions reflect guidance for the live test in 2016.

As this document supports the sample test materials, any guidance on security and maladministration procedures is not applicable.

Some of the documents or procedures mentioned in these instructions, such as

23

	X

		5	4
		2	3

**Show
your
method**

[illegible]

2 marks

29

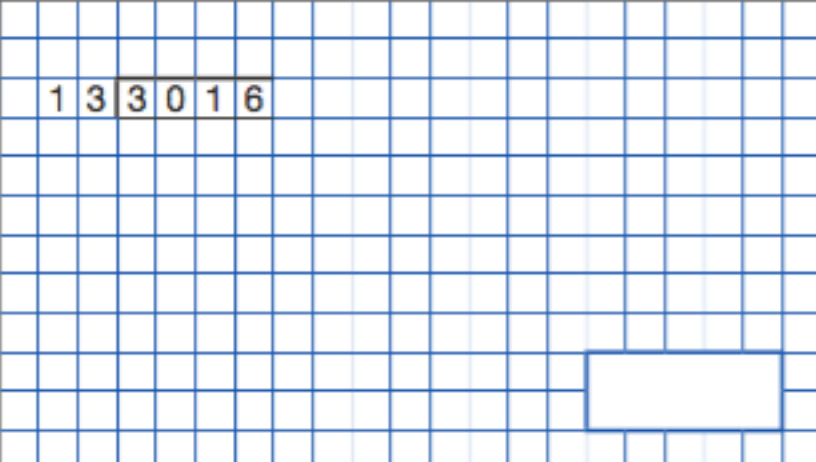
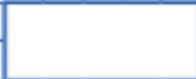

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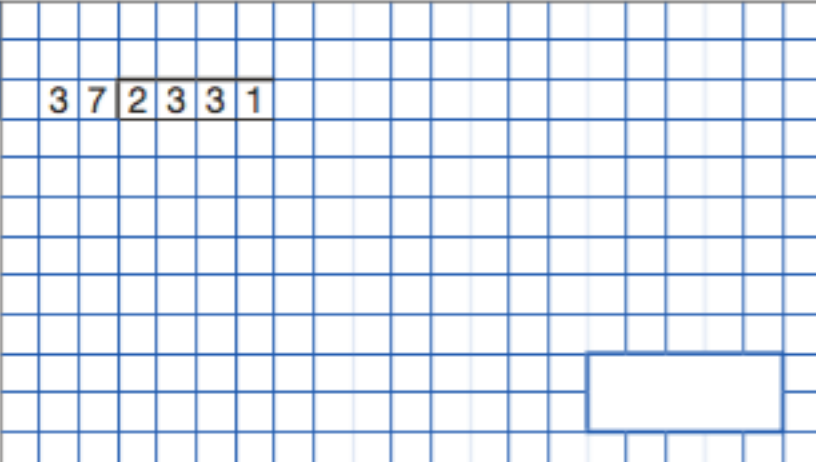
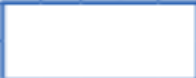

		6	7	8
			5	4

Show
your
method

[illegible]

Qu.	Requirement	Mark	Additional guidance
29	<p>Award TWO marks for the correct answer of 36 612</p> <p>If the answer is incorrect, award ONE mark for the formal method of long multiplication which contains no more than ONE arithmetical error, e.g.</p> <div> <ul style="list-style-type: none"> $\begin{array}{r} 678 \\ \times 54 \\ \hline 33900 \\ 2712 \\ \hline \end{array}$ <p>wrong answer</p> </div>	Up to 2m	<p>Do not award any marks if:</p> <ul style="list-style-type: none"> the error is in the place value, e.g. the omission of the zero when multiplying by tens, i.e. <div> $\begin{array}{r} 678 \\ \times 54 \\ \hline 3390 \\ 2712 \\ \hline \end{array}$ <p>wrong answer</p> </div> <ul style="list-style-type: none"> the final (answer) line of digits is missing. <p>Working must be carried through to reach an answer for the award of ONE mark.</p>
30	$25\frac{1}{2}$	1m	Accept equivalent fractions or an exact decimal equivalent, e.g. 25.5
31	12	1m	
<p>Question 31 commentary: Pupils are expected to use their knowledge of the order of operations to carry out calculations involving the four operations (6C9) in this case to evaluate 4×2 first and then to subtract that product from 20</p>			
32	1	1m	Accept equivalent fractions or an exact

25										
	1	3	3	0	1	6				
Show your method										
										
 2 marks										

34										
	3	7	2	3	3	1				
Show your method										
										
 2 marks										

Qu.	Requirement	Mark	Additional guidance
25	<p>Award TWO marks for the correct answer of 232</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division which contains no more than ONE arithmetical error, e.g.</p> <ul style="list-style-type: none"> long division algorithm $ \begin{array}{r} \text{wrong answer} \\ 13 \overline{) 3016} \\ \underline{26} \\ 41 \\ - 39 \\ \underline{ 26} \\ - 26 \\ \underline{ 0} \end{array} $ <ul style="list-style-type: none"> short division algorithm $ \begin{array}{r} \text{wrong answer} \\ 13 \overline{) 3 \, 0^4 1^2 6} \end{array} $	Up to 2m	<p>Working must be carried through to reach an answer for the award of ONE mark.</p> <p>Do not award any marks if the final (answer) line of digits is missing.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method.</p>

Question 25 commentary: Two marks are awarded for the correct answer. However, if the answer is incorrect, one mark can only be awarded if the pupil has used one of the formal methods of long or short division. An appropriate carrying figure in short division must be less than 13 in this instance.

26	$\frac{1}{32}$	1m	Accept equivalent fractions or the exact decimal equivalent, e.g. 0.03125
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Qu.	Requirement	Mark	Additional guidance
34	<p>Award TWO marks for the correct answer of 63</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division which contain no more than ONE arithmetical error, e.g.</p> <ul style="list-style-type: none"> long division algorithm $\begin{array}{r} \text{wrong answer} \\ 37 \overline{)2331} \\ - \underline{222} \\ 111 \\ - \underline{111} \\ 0 \end{array}$ <ul style="list-style-type: none"> short division algorithm $\begin{array}{r} \text{wrong answer} \\ 37 \overline{)233^{11}1} \end{array}$	Up to 2m	<p>Working must be carried through to reach an answer for the award of ONE mark.</p> <p>Do not award any marks if the final (answer) line of digits is missing.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method.</p>
35	$1 \frac{5}{8}$	1m	<p>Accept equivalent fractions or an exact decimal equivalent, e.g. 1.625</p> <p>Do not accept rounded or truncated decimals.</p>
36	$\frac{3}{8}$	1m	Accept equivalent fractions or an exact decimal equivalent, e.g. 0.375

19

$$\frac{1}{9} + \frac{4}{9} =$$

☐

1 mark

35

$$\frac{3}{4} + \frac{7}{8} =$$

☐

1 mark

30

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

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5

1 mark

26

$$\frac{1}{4} \times \frac{1}{8} =$$

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☐

1 mark

36

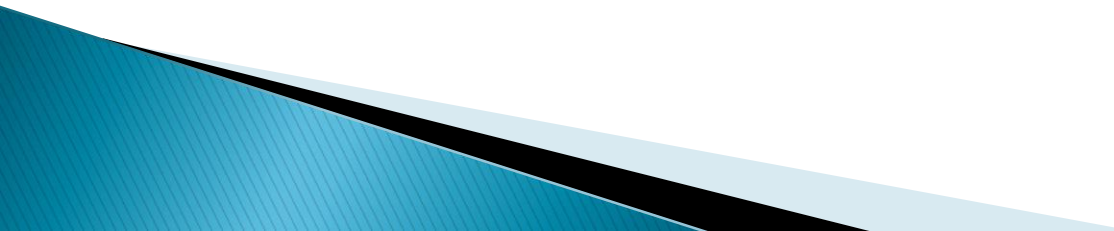
$$\frac{3}{4} \div 2 =$$

$$\frac{2}{5} \div 2 =$$

32

$$\frac{2}{5} \div 2 =$$

1 mark



Key stage 2

Mathematics

Paper 2: reasoning

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

Table 1: Format of the test

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

Key stage 2

Mathematics

Paper 3: reasoning

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

1 mark

7

Write the number 53,148 in **words**.

1 mark

	for two calculations correct.		
7	Fifty-three thousand, one hundred and forty-eight	1m	

11

Write the four missing digits to make this **addition** correct.

$$\begin{array}{r} \boxed{} \boxed{6} \boxed{} \boxed{8} \\ + \boxed{3} \boxed{} \boxed{9} \boxed{} \\ \hline \boxed{9} \boxed{0} \boxed{1} \boxed{9} \end{array}$$

2 marks

10

Write the two missing digits to make this **long multiplication** correct.

$$\begin{array}{r} \times \quad \quad \begin{array}{c} 4 \quad \square \\ \square \quad 6 \end{array} \\ \hline \quad 2 \quad 4 \quad 6 \\ \quad 8 \quad 2 \quad 0 \\ \hline 1 \quad 0 \quad 6 \quad 6 \end{array}$$

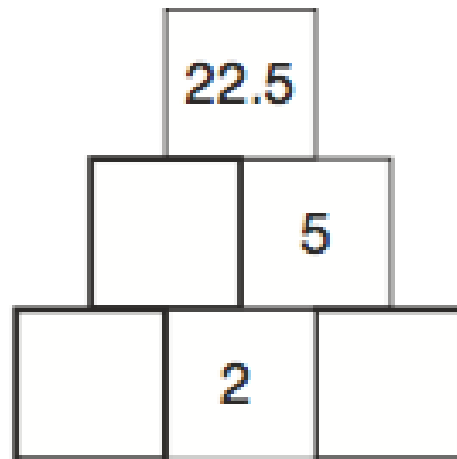
2 marks

14

Here is a number pyramid.

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

Write the missing numbers.



2 marks

12

Two decimal numbers add together to equal 1

One of the numbers is 0.007

What is the other number?

1 mark

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?

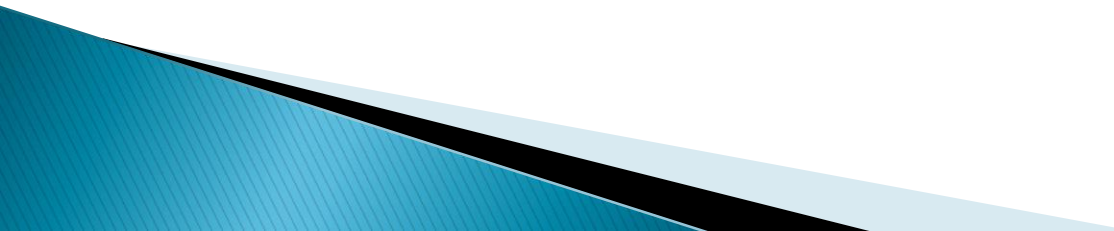
Show
your
method

square metres

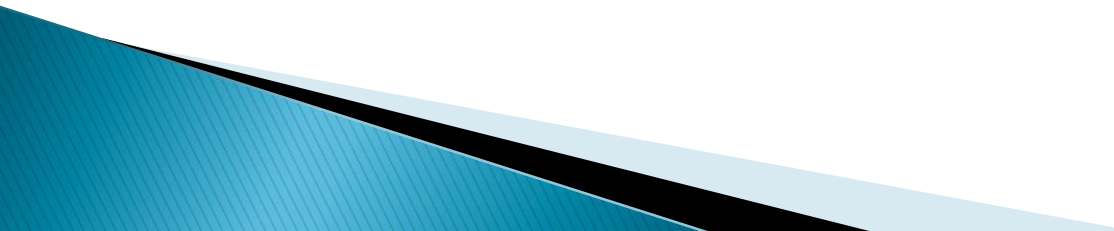
3 marks

19	<p>Award THREE marks for the correct answer of 3076 square metres.</p> <p>If the answer is incorrect, award TWO marks for:</p> <ul style="list-style-type: none"> sight of 9184 as evidence of the multiplication for the first step completed correctly <p>OR</p> <ul style="list-style-type: none"> evidence of an appropriate method which contains no more than ONE arithmetical error, e.g. $ \begin{array}{r} 112 \\ \times 82 \\ \hline 8960 \\ 224 \\ \hline 9187 \text{ (error)} \\ 9187 \\ - 6108 \\ \hline 3079 \end{array} $ <ul style="list-style-type: none"> Award ONE mark for evidence of an appropriate method which contains more than ONE arithmetical error. 	Up to 3m	<p>Do not award any marks if the error is in the place value of the multiplication, e.g. the omission of the final zero when multiplying by tens, e.g.</p> $ \begin{array}{r} 112 \\ \times 82 \\ \hline 896 \\ 224 \\ \hline \text{wrong answer} \end{array} $
<p>Question 19 commentary: As well as a range of 1 mark and 2 mark questions, one of the questions in a suite of tests may now attract three marks. The solution to a 3 mark question may involve more steps or, as in this example, more complex calculations.</p>			

Checking answers

- ❑ Develop skills needed to check answers
 - ❑ Encourage children to actually re-do the calculation
 - ❑ Give children examples where mistakes have been made. Let the children mark it. Can they spot and correct the mistakes?
- 

Common errors

- ❑ Missing out the correct unit of measurement in the answer
 - ❑ General presentation – final answer not being clear
 - ❑ Numbers not clearly formed e.g. ‘0’ looking like a ‘6’
 - ❑ Decimal points – missing them out or making them look like a comma
 - ❑ 2 step problems – make sure children follow the whole question through
 - ❑ Recording the monetary values incorrectly e.g. must be £8.90 not £8.9
- 

Useful Websites

- ▶ <http://www.theschoolrun.com/>
- ▶ English:
- ▶ <http://www.bbc.co.uk/schools/ks2bitesize/english/>
- ▶ <http://www.writingfun.com/writingfun.swf>
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