

YEAR 6 SATS 2017: A GUIDE FOR PARENTS/CARERS

Wednesday 29th March 2017

When is SATS Week?

- SATs Tests for Year 6 pupils will take place between Monday 8th May and Friday 12th May 2017
- **Please do not book holidays, dental appointments etc. during this time.**

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.

What are children tested on and how are the tests structured?

- Year 6 children will sit tests in: Reading; Maths; Spelling, Punctuation and Grammar.
- These tests will be both set and marked externally, and the results will be used to measure your child's progress and the school's performance.
- Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment

Key Stage 2 Reading

- The reading test will 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.'

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

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

How to help your child with Reading

- Encourage your child read regularly at home.
- Focus on developing an enjoyment and love of reading.
- Enjoy stories **together** – reading stories to your child at KS2 is equally as important as listening to your child read.
- 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. Children need to have a broad and rich vocabulary.
- **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.
- Visit the local library - it's free!

Key Stage 2 Spelling, Punctuation and Grammar

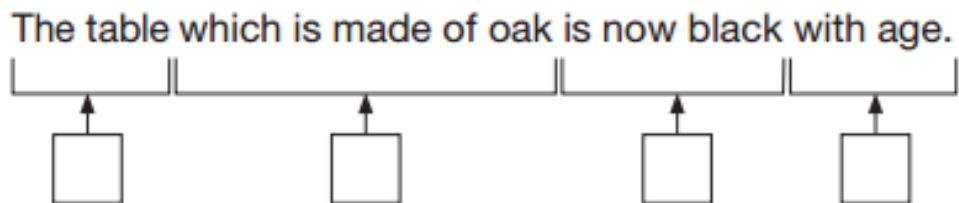
The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes.

The grammar and punctuation test will include two 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.'

13

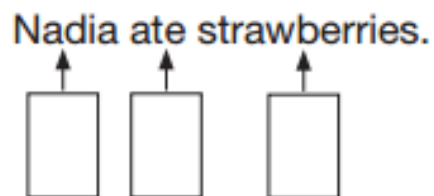
Tick one box to show which part of the sentence is a **relative clause**.



1 mark

25

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



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

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

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>

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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, -ance, -ancy, -ent, -ence, -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, -sion, -ssion, -cian</i>

Key Stage 2 Maths

Children will sit three papers in maths:

- Paper 1: arithmetic, 30 minutes (written)
- Papers 2 and 3: mathematical fluency, solving problems and reasoning, 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem.

23

$$\begin{array}{r} 54 \\ \times 23 \\ \hline \end{array}$$

Show your method

2 marks

29

$$\begin{array}{r} 678 \\ \times 54 \\ \hline \end{array}$$

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
29	<p>Award TWO marks for the correct answer of 36612</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> <ul style="list-style-type: none"> $\begin{array}{r} 678 \\ \times 54 \\ \hline 33900 \\ 2712 \\ \hline \end{array}$ <p>wrong answer</p> 	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. $\begin{array}{r} 678 \\ \times 54 \\ \hline 3390 \\ 2712 \\ \hline \end{array}$ <p>wrong answer</p> 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{) 30^4 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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19

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

A grid for working out the answer to question 19. The grid is 18 columns wide and 10 rows high. A rectangular box is drawn on the grid, spanning 6 columns and 2 rows, positioned in the bottom right area of the grid.

1 mark

35

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

A grid for working out the answer to question 35. The grid is 18 columns wide and 10 rows high. A rectangular box is drawn on the grid, spanning 6 columns and 2 rows, positioned in the bottom right area of the grid.

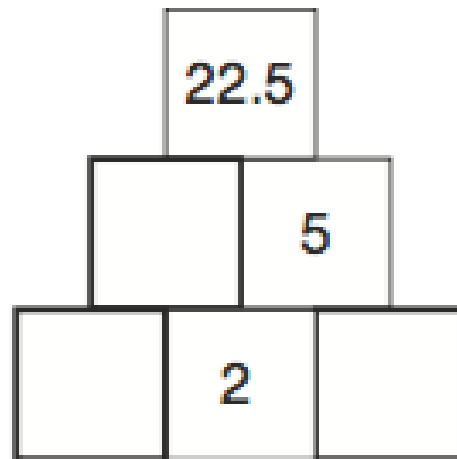
1 mark

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

Maths Paper 2 / Paper 3 : Reasoning

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

A large grid for showing the method to solve the problem. A small box on the right side of the grid contains the symbol '£'.

2 marks

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

A large grid for showing the method to solve the problem. The grid is 20 units wide and 20 units high. A small rectangular box is drawn in the bottom right corner of the grid, containing the text "square metres".

square metres

3 marks

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

How to help your child with Maths

- Play times tables games
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for examples of 2D and 3D shapes around the home.
- 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, draughts or chess.
- Encourage estimation - how heavy, how long etc

Key Stage 2 Science

Not all children in Year 6 will take Science SATs. However, a number of schools will be required to take part in Science sampling: a test administered to a selected sample of children thought to be representative of the population as a whole.

June is the Science sampling test period in which your child **might** sit the tests. For those who are selected, there will be three papers:

- Biology: 25 minutes, 22 marks
- Chemistry: 25 minutes, 22 marks
- Physics: 25 minutes, 22 marks

Key Stage 2 Writing

- Children will not be tested on their writing during SATs Week. Instead, examples of best writing from across different genres will be assessed by the class teacher for every child.
- After being 'Teacher Assessed', children's writing will be moderated in school or at a county moderation session.
- Final judgements will be reported to parents/carers along with the result of all other assessments in July and passed onto their secondary school.

How to help your child with Writing

- Practise and learn weekly spelling lists - make it fun!
- 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.
- Insist on cursive handwriting and the best presentation
- Remember that **good readers become good writers!**
Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

How are the tests assessed and reported?

- The old system of national curriculum levels is now no longer used, after the Department of Education abolished it in Summer 2015. Instead, children will be given **standardised scores**.
- You will be given your child's score, alongside the average for their school, the local area and nationally. There will also be a 'performance descriptor' of the expected standard for Key Stage 2 pupils.
- The Department for Education is aiming for 85 per cent of children to reach or exceed that standard.

<i>MARK</i>	<i>DESCRIPTION</i>
BELOW 100	BELOW EXPECTED STANDARD
100	AT EXPECTED STANDARD
ABOVE 100	ABOVE EXPECTED STANDARD

What are we doing at to support our Year 6 children?

- Higher pitch and expectations in daily lessons in-line with the New National Curriculum.
- Follow up afternoon coaching in Maths for selected children to ensure content from morning lessons is secure
- Working lunch groups
- SATs Revision Guides
- Providing breakfast on test days during SATs week

What help can the children have?

- **Additional time for some children**
- **Readers**
 - **Reading paper** – children have to read text and answer questions independently
 - **GPS Paper 1**
 - **Maths paper**- teachers can read questions to the children when they ask. Some children will take the test in small groups. This is the same for the **grammar paper**

Teachers can encourage but not guide or correct

How can we work together to support our Year 6 children?

- **First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!**
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are essential to practise.
- Helping them to remain healthy – good sleeping and eating habits