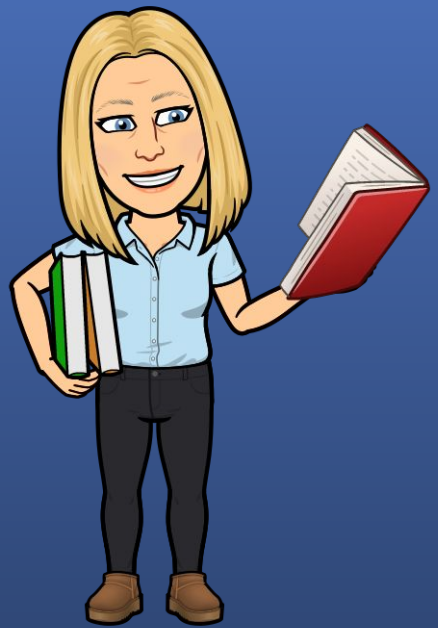
Year 6 Ullesthorpe SATs Information Evening



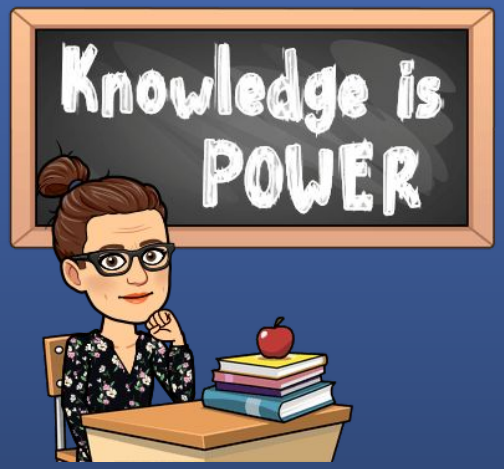
6th February 2025

Session Aims:

- To share important information about KS2 SATs
- To answer any questions about KS2 SATs
- Discuss / share ideas about how you as a parent can help your child at home

What are SATs?

- Standard Assessment Tests
- (All) children have to be tested
- Provide assessment information for high schools
- To ascertain a 'National' standard where children are judged 'High School Ready'



What do the scores mean?

Papers are graded with a numerical score which is converted into a scaled score:

A scaled score of 100 is a pass mark and is considered the 'average' national score.

If a child achieves 100 plus they are seen as working at age-related expectations.

Below 100 (even 99) will be classed as working towards.

Greater Depth is generally considered as 110+

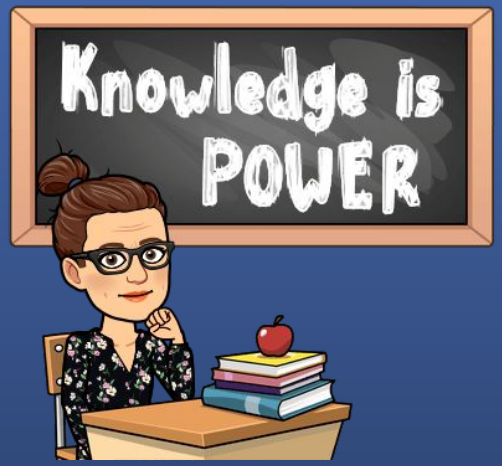
What information is wanted by High Schools?

- SATs results
- Teacher Assessments
- Baseline tests administered by the high schools
- This varies according to which high school your child is going to

How does Teacher Assessment differ from Testing?

Teacher assessment draws together everything the teacher knows about a child, including observations, marked work and school assessments.

There can be a difference between teacher assessment results and test levels.



How is SATs week organised?

There is a national timetable, telling us on which days/sessions tests must be administered:

Monday 12th -Thursday 15th May 2025

All children must sit the tests at the same time.

Test papers will be opened in front of the children just before they start the tests.

Tests are completed in classrooms and small group rooms (displays are covered over).

Children may be divided into groups for test administration to ensure they are properly supported and feel secure.

Test papers are collected at the end of the allocated time and sent away to be externally marked.

How might the SATs assessments look slightly different for some children?

Access arrangements for certain children may include: 25% additional time, a prompter or text enlargement.

These are based on normal classroom practice (from previous years, as well as during year 6) and are evidenced. They should neither advantage nor disadvantage individual pupils. They are only for children whose learning difficulty and/or disability significantly affects their ability to access the tests. Access arrangements are not appropriate for all children on the SEND register.

As in all schools, access arrangement decisions fall to the headteacher, but MUST be justified.

*How Can Parents Help?

Support curriculum clubs after school.

Support homework.

Work through the errors/gaps in their mock papers which have been sent home

Encourage your child to stay calm and not get too worried.

Support with healthy eating and drinking.

Try to ensure your child gets a good night's sleep on school nights.

Emphasise to your child that trying their best is all they need to do!

What if?

Child is poorly – If possible, please bring them into school to sit the tests and collect them when the papers are finished. If they are very poorly, please contact the school for further information.

Child is injured – Please bring your child in if possible and the school will arrange additional support for them to take the tests.

Running late – inform school as soon as possible and come to school as usual.

PLEASE DO NOT book a HOLIDAY before or during SATs week!

English SATs

These consist of:

- A Grammar, Punctuation and Spelling test- Monday 12th May
- A Reading test- Tuesday 13th May
- Teacher Assessment of Writing

(may be moderated by external assessors)

*Grammar, Punctuation & Spelling

- Grammar covers: language structure; standard English and vocabulary.
- Punctuation such as . , ! ? " : ; ' () ……
- Spelling covers: sounding out phonemes; syllables, common letter strings; prefixes and suffixes; word roots and the use of appropriate terminology

Example Questions:

17 What **word class** is him in the sentence below?

Josef's friends rushed to meet him, desperate to see if he had won.

Tick **one**.

- a preposition ☐
- an adjective ☐
- a pronoun ☐
- a noun ☐

1 mark

Example Questions:

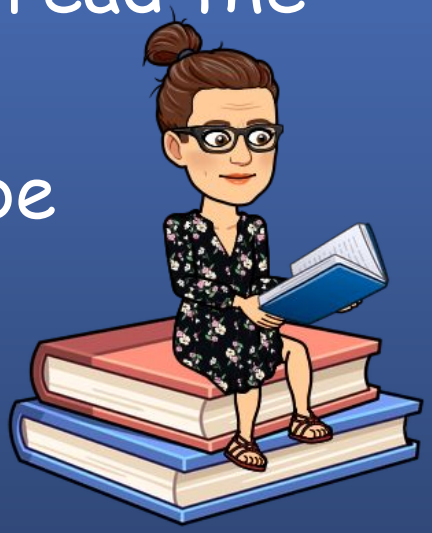
27 Label each box with **subject (S)** or **object (O)**.

Sam baked cakes for charity and he sold them at breaktime.

1 mark

Reading

- The reading booklet will contain 3 texts which are not on the same theme.
- Texts are a mix of fiction/poetry and non-fiction and are presented in order of difficulty.
- The children will be given an hour to read the texts and answer the questions.
- There are a variety of questions to be answered in different ways.
- Children cannot have any adult help in this test.



Reading Questions

- There are 4 main types of questions on the reading paper:
- **Literal** – answer is there in the text
- **Deductive** – look for clues
- **Inferential** – read between the lines
- **Authorial intent** – e.g. why does an author use a particular word

*Example Questions:

Fact Sheet: About Bumblebees

At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.

Save our bees
Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.

At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.

What's so different about the bumblebee?
To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

Example Questions:

14 What is the name of the organisation that produced this fact sheet about bumblebees?

_____

1 mark

15 Look at the section headed: ***Save our bees***.

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
The Bumblebee Conservation Trust is worried about bees.	
The leaflet makes readers feel hopeful for bumblebees.	

2 marks

16 *In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless.*

This suggests that…

Tick **one**.

- farming has helped bees. ☐
- paved gardens are attractive. ☐
- bees are good at finding their way. ☐
- bees have only started struggling recently. ☐

1 mark

Example Questions:

Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

Example Questions:

28 What has Piper been counting in the first paragraph?

1. _____

2. _____

1 mark

29 *She pulled on a pair of her father's old boots,* ***slung*** *his brown coat over her nightdress, and opened the door.*

The word *slung* suggests that Piper put on the brown coat…

Tick **one**.

- carelessly. ☐
- slowly. ☐
- tidily. ☐
- thoughtfully. ☐

1 mark

30 Look at page 8.

Why is the boy *huddled* in the doorway while he waits for Piper to open the door?

_____

_____

1 mark

How Can You Help with their Reading?

Please ensure that your child reads each evening.

Encourage them to read a range of fiction and non-fiction.

Ask **your child questions about the text** as they read.

Help them with different reading skills: 'skimming' where they are looking for the 'gist' or summary; and 'scanning' for key words in the text to give information.

Take time to explore the meaning of any new vocabulary – children tend to skip past these words!

*Maths SATs

Held on Wednesday 14th and Thursday 15th May, these consist of:

Arithmetic Paper 1 - 30 minutes of x36 calculation questions (+ - x ÷)

Reasoning Paper 2 - 40 minutes of reasoning and problem solving

Reasoning Paper 3 - 40 minutes of reasoning and problem solving

Maths SATs

- Many questions are worth one mark and therefore **accuracy is very important**!
- Other questions are worth two marks and even if the final answer is wrong, a mark may be given for a correct method.
- Teachers may read questions in both written papers to pupils **only if asked**.

Example Arithmetic Questions:

4 $\square + 5 = 341$

1 mark

5 $9 \times 41 =$

1 mark

Example Arithmetic Questions:

26 $1\frac{1}{5} + 2\frac{1}{10} =$

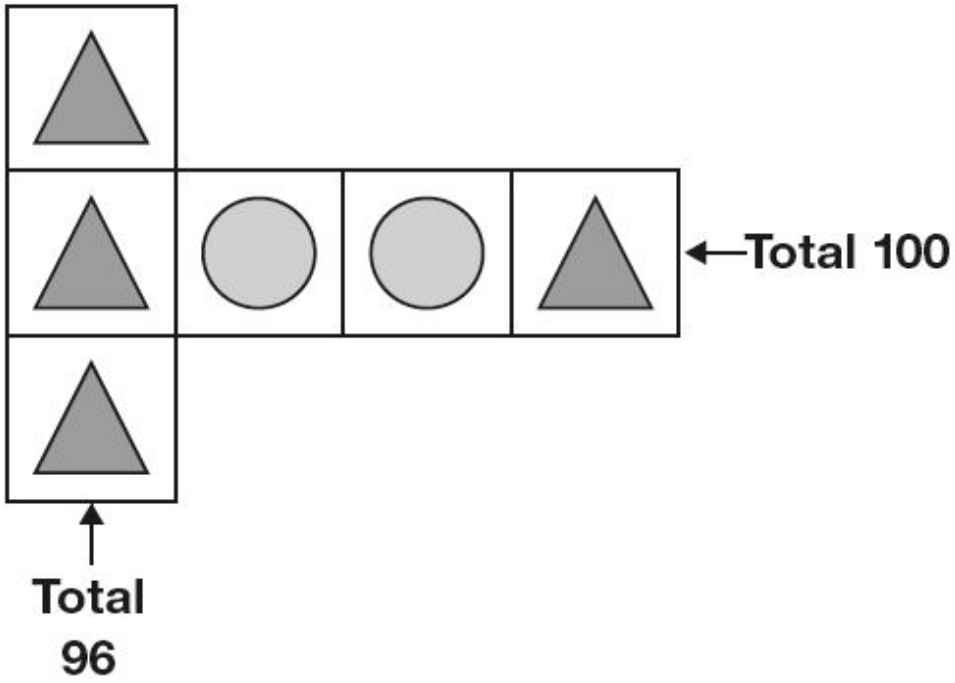
1 mark

27 35% of 320 =

1 mark

Example Reasoning Questions:

4 Each shape stands for a number.



Work out the **value** of each shape.

Example Reasoning Questions:

21

$$5{,}542 \div 17 = 326$$

Explain how you can use this fact to find the answer to **18 × 326**

1 mark

How Can You Help with their Maths?

Support the practise of Times Tables and their inverse Division facts: Hit the Button

Ensure that your child completes the weekly Maths homework tasks; if you notice difficulties with strategy, practise using the MyMiniMaths site or BBC Bitesize online - let the teacher know about any concerns too.

Revise SATs style questions at home (CGP).

Writing Expectations:

Each school has the same statutory guidance and should have shared expectations when assessing children's writing i.e. Can the child:

Create atmosphere and use dialogue effectively

Select the correct grammar and vocabulary choices

Use adverbials / modal verbs

Vary clause structures

Use a wide range of punctuation accurately: brackets, dashes, hyphens, colons and semi-colons

Spell most of the Y5/6 high frequency words correctly.

What does writing look like at Year 6 Expected Standard?

https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing

Story writing at Expected Standards:

This short narrative takes the form of a 'journey story' in 5 stages (opening, build-up, problem, further problems, resolution).

The main character is confronted with 3 obstacles (frostbite, a blizzard, an encounter with a snow leopard) that are overcome by the end of the story.

Chronologically-ordered paragraphs drive the narrative forward, from the phone call that initiates the journey, through each of the 3 challenges, to the simple but appropriate resolution.

Cohesion is achieved through the use of adverbials which help to sequence the events (*Immediately, As soon as, Eventually, Within a few minutes, In time)* and accurate use of pronouns.

"Lauren, I have just received a phone call from work, because we need to go to Antarctica so I can report the weather!" exclaimed mum as she put some winter clothing in a suitcase and ~~the~~ two tatty-looking passports in her bag. Immediatly, Lauren put on her brand new winter boots and her waterproof fur coat. As soon as all the bags were packed they ran extremly fast to where Lauren's mum's BMW was parked and they set off for Gatwick Airport.

Opening with dialogue introduces the characters, establishes the setting and provides a rationale for the journey, advancing the action in the story from the very beginning.

[C]

Expanded noun phrases (*two tatty-looking passports, her brand new winter boots*), incorporating preposition phrases (a phone call from work), convey detail concisely.

[GP]

Eventually, they arrived in Antarctica where the film crew w~~h~~ere waiting for Lauren's mum to report the news, causing Lauren to be left alone and find the winter hut herself. As soon as her mum left, she ~~started~~ picked up the bags and began to walk. Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren

A multi-clause sentence deploys a range of clause structures, including a relative clause (*where the film crew were waiting*). This control of language is good, although the choice of verb (*causing*) lacks the precision that might be used by a pupil working 'at greater depth within the standard'

[GP]

Recount writing at Expected Standards:

This informal account of a school outing interweaves specific memories of the day with factual information and comments from the writer that show a good awareness of a reader. The writing focuses on the Globe Theatre, with the penultimate paragraph allocated to other events of the day.

Following a brief introduction, a series of chronologically-organised paragraphs details selected activities.

The pupil communicates a sense of enthusiasm, sharing comment and opinion through apt choices of vocabulary (*definetely worth it; a thrill; feel small and diminutive; interesting stroll; horrifying object*) and informal structures (*Anyway, lets get back to talking; if you were a poor person you would be called a 'penny stinker'*) which enable the reader to share in the experiences of the day.

A range of cohesive

<u>Our trip to the Globe</u>

Even though the journey was long, it was definetely worth it, because last Friday, I had an interesting day learning new things about William Shakespeare, and the Globe theartre – which is ~~u~~ where Shakespeare's plays are shown.

To begin the day with a thrill, I was able to go into the Globe Thea~~r~~tre and feel what it was like sitting in the different seats (which depended on your status, meaning how wealthy you are). Standing where the poorest people would go, made me feel small and diminutive but sadly if you were a poor person you would be called a 'penny stinker'. However they were able to see what no one else was able to see; it was a beautiful detailed painting with a drawing of the sun. And no, it was not just any ~~sun~~ drawing of the sun it was one with doors that led to heaven. Are you still doubting being a penny stinker?

A wide range of clause structures within a single sentence, with layers of subordination positioned to foreground the length of the journey, help to provide the writer's personal comment (*I had an interesting day learning new things…*) and clarify the importance of Shakespeare's Globe. While the control of language here is good, the separate ideas might have been communicated more effectively over several less-complicated sentences.

[GP]

The pupil uses a wide range of verb forms for effect here, including the infinitive (*To begin*), the -ing participle (*sitting; meaning; Standing*), the modal (*would*) and the passive form (*be called*).

[GP]

Using a question here is a clever device to draw in the reader. However, this choice means that the meaning is not as clear as it might be in the writing of

Argument writing at Expected Standards:

This short balanced argument presents 2 contrasting views of graffiti.

Morgan has identified that a more formal tone is appropriate for this piece. This is mostly maintained throughout the selection of grammatical structures (*Some people argue that; There is no doubt that; No one can deny that*) and vocabulary (*symbolises; compelled; ofensive; unsightly*). Contractions are rarely used in the piece, reflecting the writer's awareness of the fact that they can signal informality.

Cohesion is achieved within and across the 4 paragraphs through the use of adverbs (*Consquently; however*) and through the use of contrast (*while other people believe; on the other hand; on the contrary*) to signal the opposing points of view.

Precise vocabulary choices (*perpetrators; vandalism, expressive piece of art; work of art*) establishes the authority of the writer, underlines their knowledge

Should Graffiti be made legal?

Some people ~~say~~ argue that graffiti symbolises a declined neighborhood, ~~others say~~ while other people believe it is an ~~resonable~~ ~~peace~~ expressive piece of art, but ~~constantly~~ continuesly, both of these opinions are being judged. There is no doubt that this ~~is a~~ raging argument ~~that no~~ is in desperate need of solving.

It is a fact that some graffiti can be considered a work of art yet, on the other hand, some can be spiteful and rude. Consquently, graffiti is mostly on places it shouldn't be on, however there are allocated places for graffiti, so artists can be recognised without getting into trouble.

The passive verbs suggest formality and show that the writer is detached from the argument. Use of the modal verb (*can*) is used to suggest both possibility (*can be considered*) and certainty (*can be recognised*).

[GP] [C]

What does writing look like when working towards the Year 6 Expected Standard?

Year 6- End of Key Stage 2 Writing Assessment

The pupil can write for a range of purposes and audiences (including short story)						
Working towards the expected standard	Write for a range of purposes					
	Use paragraphs to organise ideas					
	In narratives, describe settings					
	In narratives describe characters					
	In non-narrative use simple devices to support reader (Heading, subheading, bullets)					
	Using mostly correctly	Capital letters				
		Full stops				
		Question marks				
		Exclamation marks				
		Commas for lists				
		Apostrophes for contraction/possession				
	Spelling most words correctly (year 3 and 4)					
	Spelling some words correctly (year 5 and 6)					
	Producing legible joined handwriting (at this standard there is no need for writing to be joined)					

What does writing look like at Year 6 Expected Standard?

Working at the expected standard	Write effectively for a range of audiences and purpose, selecting the language that sows awareness of reader (1st person diary, direst address in persuasive writing)					
	In narrative					
	In narratives, describe settings					
	In narratives describe characters					
	In narratives, describe atmosphere					
	Integrate dialogue in narratives to convey character and advance the action					
	Using mostly correctly	inverted commas				
		commas for clarity				
		punctuation for parentheses				
		Contracted forms				
		Passive verbs				
		Modal verbs				
	Use a range of devices to build cohesion	Conjunctions				
		Fronted adverbials				
		Pronouns				
		Synonyms				
	Spelling most words correctly (year 5 and 6)					
	Use verb tenses consistently and correctly throughout their writing					
	Maintaining legibility, fluency and speed in handwriting when writing at speed					

What does writing look like above Year 6 Expected Standard?

	Maintaining legibility, fluency and speed in handwriting when writing at speed					
Working greater depth	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 (literary language, characterisation, structure)					
	Distinguish between language of speech and writing and choose appropriate structure.					
	Exercise and assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this					
	KS2 PN used correctly (to add meaning and avoid ambiguity)	Semi- colons				
		colons				
		hyphens				
		dashes				

How Can You Help with their Writing?

Again, encourage reading a variety of texts – the more children read, the more familiar and capable they become with writing within different text types.

Encourage your child to complete all English homeworks – grammar; extended writes; weekly spelling banks to practise; use the Year 5/6 High Frequency word lists.

*Useful Resources: CGP Revision Materials

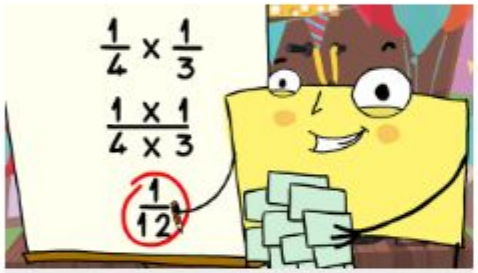
Useful Websites: BBC Bitesize

KS2 Maths SATs - Year 6

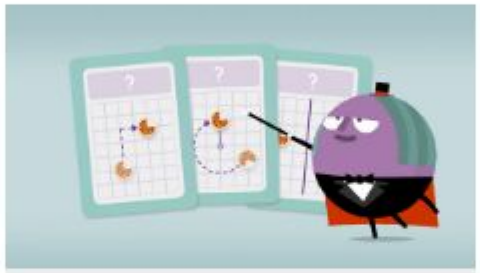
The Key Stage 2 SATs papers for Maths will test you on **arithmetic** and **reasoning**.

We've collected together our favourite animations and interactive activities to help you practice and get ready for your tests.

There's also a fun maths game, the ultimate way to prepare for the 2020 SATs. Pick a SATs paper or the game to get started.



Arithmetic - Paper 1



Reasoning - Papers 2 and 3

Guardians: Defenders of Mathematica - SATs game

KS2 English SATs - Year 6

The Key Stage 2 SATs papers for English will test you on **grammar, punctuation, spelling** and **reading**.

We've collected together the best videos and activities for you to practice and get ready for the tests.

*Useful Websites: My Mini Maths

We highly recommend this extremely useful site to promote children's understanding, application and confidence in arithmetic.

www.myminimaths.co.uk

*What happens for Year 6 after the SATs?

School learning continues and broadens

Secondary School Ready

School Production

Relationships Education

Year 6 Residential

Pilgrimage

Memory Making: Leavers' service

If you have any further questions about Year 6 SATs…

We may have a little time now, or schedule a meeting :)