



Year 6 SATs evening

March 2019

What tests are they doing?

Key Stage 2 SATs take place nationally in the week commencing 13th May 2019.

Statutory tests will be administered in the following subjects:

Spelling (**Monday 13th** approximately 15 minutes)

Punctuation, Vocabulary and Grammar (Monday 13th 45 minutes)

Mathematics:

Reading (**Tuesday 14th** 60 minutes)

- Paper 1: Arithmetic (**Wednesday 15th** 30 minutes)

- Paper 2: Reasoning (**Wednesday 15th** 40 minutes)

- Paper 3: Reasoning (**Thursday 16th** 40 minutes)

All tests are externally marked.

Writing will be 'Teacher Assessed' internally, as in recent years.



Reading

The Reading Test consists of a single test paper with three unrelated reading texts.

Children are given 60 minutes in total, which includes reading the texts and answering the questions. A total of 50 marks are available.

There will be a selection of question types, including:

- ▶ Multiple choice answers;
- ▶ Simple one word direct retrieval answers;
- ▶ More detailed answers that require direct reference to the text;
- ▶ Detailed answers that convey thoughts or opinions about the text with reasoning.

Look back and find easy answers: What colour was the girls' coats?



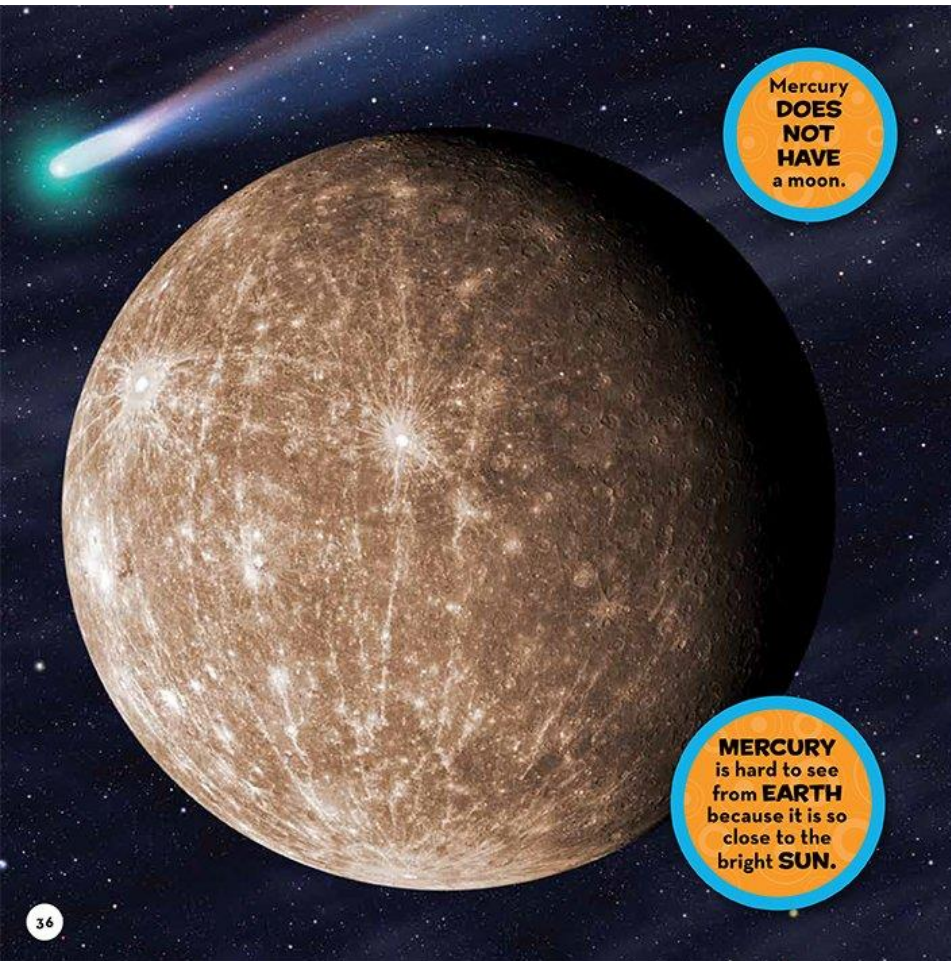
Read the text and think more deeply like a detective: What does the word 'peered' tell you about the way she is looking?

How does the author's choice of language lead the reader: What do you think 'sedately' suggests about the girls?

Rose peered out of the corner of the window at the street below, watching interestedly as two little girls walked past with their nursemaid. They were beautifully dressed in matching pale pink coats, and she found them fascinating. How could anyone keep a pink coat clean? She supposed they just weren't allowed to see dirt, ever. The little girls strolled sedately down the street, and Rose stretched up on tiptoe to get one last look as they turned the corner. The bucket she was standing on rocked and clattered alarmingly, and she jumped down in a hurry, hoping no one had heard. The tiny, leaded windows at St Bridget's Home for Abandoned Girls were all very high up, so that the girls were not tempted to look out of them. If any of the

Read the text carefully to get the 'gist'. What can you tell me about Rose?

Layout of text: use of sub-headings, titles, captions etc.



36

EARTH'S NEIGHBORHOOD

MERCURY

Mercury is the planet closest to the sun. It is the smallest of the eight big planets.

It orbits the sun faster than any other planet. One year on Earth, the time it takes to orbit the sun, is 365 days. One year on Mercury is only 88 days.

Mercury

Earth's moon

MERCURY is only a **LITTLE BIGGER** than **EARTH'S MOON.**

During the day on Mercury, it gets very hot. At night, it gets very cold.

FACTS

SIZE

Earth Mercury

SAY MY NAME

MER-cyu-ree

PLACE IN SPACE

First planet in orbit around the sun

HOW FAR AWAY

It takes five months for a spaceship to get there.

37

How to support Reading

Read with your child and talk about what they are reading.

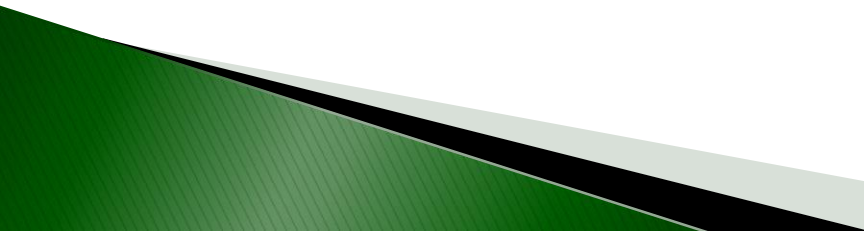
*(Ask them what they think could happen next and why?
Explore unfamiliar words.)*

Help your child to choose more challenging texts and read them together.

Read a range of genres: Children's magazines and newspapers-have fun with reading!

Useful book list:

<http://www.booktrust.org.uk/books/children/booklists/243/>



Writing

Opening the Fridge

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he ~~crept~~ across the landing. As his heart raced he stared ^{crept} into the darkness; he could hear the fridge urging him on-willing him to move. Now the stairs. The tricky bit. Suddenly a THUD!... He raced down the creaking stairs—even the seventh one that makes an earsplitting creak ~~noise~~. He could see the ~~re~~ white rectangle straight ahead of him. Then he opened it. He took a quick glance and saw the chocolate digestives. ~~Then~~ He could feel pair of eyes watching ~~her~~ in the darkness. Who was it? Had he been seen ^{him}? His eyes darted around the room, his heart in his mouth. He grabbed the biscuits and ran for it.

"Ewan!" echoed a voice.

Writing

The pieces effectively describe a midnight fridge-raid from contrasting third and first person perspectives, demonstrating confident and imaginative use of the chosen form. The writing is particularly successful in the first paragraph, where humour combines with tension to create the impression of apparent collusion between reader and writer in this escapade.

A tense atmosphere is created across both paragraphs through the use of short sentences and phrases, and apt vocabulary choices (*darted, grabbed, bolted*). This is lightened by juxtaposing humour with tension (*distant snoring; his heart raced*) and the succinct integration of dialogue (*'Ewan!'*) as the climax to the first paragraph.

A range of cohesive devices links ideas within and across the 2 paragraphs, including the use of pronouns, adverbs (*Now; Suddenly; Then*), repetition of detail (*urging; the seventh one*)

Opening the Fridge

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he ~~creeped~~ crept across the landing.

Controlled use of varied single clause sentences creates a sense of immediacy to engage the reader from the outset.
(GP)

As his heart raced he stared into the darkness; he could hear the fridge urging him on – willing him to move. Now the stairs. The tricky bit. Suddenly a THUD!... He ~~raced~~ raced down the creaking stairs – even the seventh one that

Selection of verb forms indicates transition from past to present tense, in order to distinguish between the past tense narrative and the current state of the tell-tale stair.
(GP)

~~makes~~ makes an earsplitting ~~noise~~ creak. He could see the ~~re~~ white rectangle straight ahead of him. Then he opened it. He took a quick glance and saw the chocolate digestives.

~~Then she~~ He could feel a pair of eyes watching ~~her~~ him in the darkness. Who was it? ~~Had he been seen...?~~ ~~My~~ His eyes darted around the room, his heart in his mouth. He ~~grabbed~~ grabbed the biscuits and ran for it.

Effective use of the past perfect passive form withholds the agent in order to build tension.
(GP)

Appropriate choice of vocabulary supports an informal, conversational tone.
(GP)

"Ewan!" echoed a voice.

Grammar, punctuation and spelling

The grammar, punctuation and spelling test consists of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an oral 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.’
- 

Some examples:

3

Which sentence uses **capital letters** correctly?

Tick **one**.

We went to manchester for Kajal and Jamal's party.

☐

we went to Manchester for Kajal and Jamal's party.

☐

We went to Manchester for Kajal and Jamal's party.

☐

We went to Manchester for Kajal and Jamal's Party.

☐

9

What is the **word class** of the underlined word in the sentence below?

The alarm rang and Jamal immediately jumped out of bed.

Tick **one**.

conjunction ☐

adverb ☐

verb ☐

determiner ☐

1 mark

23

Which underlined group of words is a **subordinate clause**?

Tick **one**.

If you want to, you can walk with us.

☐

This is the best fishing spot we have found.

☐

We change places when the bell rings.

☐

We planted the parsley next to the mint.

☐

1 mark

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.

1 mark

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.

↓

↓

1 mark

Link to website:

44

Complete each sentence below with a word formed from the root word thought.

Olisa was a very _____ girl.

The children looked _____ at the poster on the wall.

1 mark

Arithmetic time!



1. $979 + 100 =$

6. $1.52 \times 6 =$

2. $630 \div 9 =$

7. $2.5 + 0.05 =$

3. $1,034 + 586 =$

8. $5 \times 4 \times 7 =$

4. $48 \div 6 =$

9. $1.28 \times 100 =$

5. $472 - 9 =$

10. $50,000 - 500 =$

11. $20\% \text{ of } 1,500 =$

Maths Paper 1: Arithmetic

7

$$\boxed{} = 4,500 + 600$$

☐

1 mark

8

$$8 \times 33 =$$

☐

1 mark

Maths Paper 1: Arithmetic

25

$$37.8 - 14.671 =$$

1 mark

26

$$\frac{1}{4} + \frac{1}{5} + \frac{1}{10} =$$

1 mark

Maths Paper 1: Arithmetic

22	$\begin{array}{r} 4781 \\ \times \quad 23 \\ \hline \end{array}$	2 marks
Show your method		

Maths Paper 2 / Paper 3 : Reasoning

3

Write the missing numbers to make this **multiplication** grid correct.

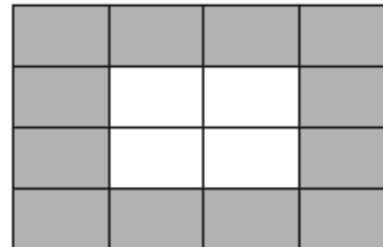
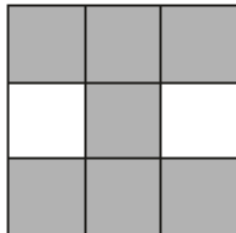
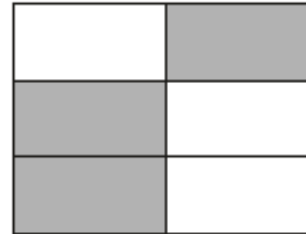
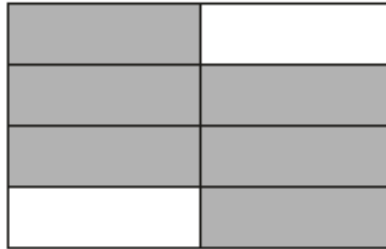
$\times$		
9	63	54
	56	48

1 mark

Maths Paper 2 / Paper 3 : Reasoning

9

Tick two shapes that have $\frac{3}{4}$ shaded.



1 mark

15

At the end of a film, the year is given in Roman numerals.



Write the year MMVI in **figures**.

1 mark

19

Dev thinks of a whole number.

He multiplies it by 4

He rounds his answer to the nearest 10

The result is 50

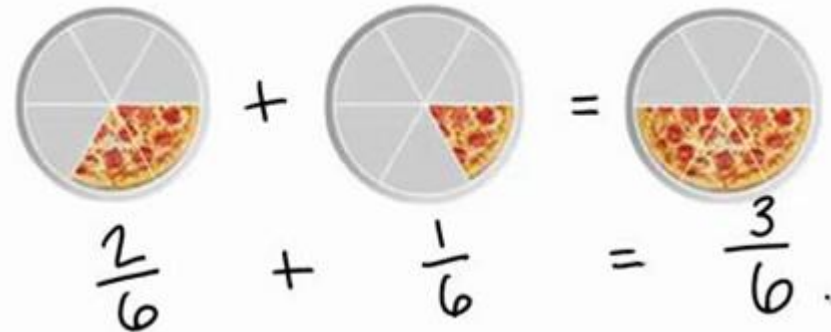
Write all the possible numbers that Dev could have started with.

2 marks

Fractions



$$\frac{1}{3} \text{ of } 24 = 24 \div 3 = 8$$



Add $\frac{2}{3}$ and $\frac{4}{6}$

LCM (3,6) = 6

$$\frac{2}{3} + \frac{4}{6} = \frac{4+4}{6} = \frac{8}{6} = \frac{4 \times 2}{3 \times 2} = \frac{4}{3}$$

$$\frac{2}{3} + \frac{4}{6} = \frac{4}{3}$$

$$\begin{aligned} \frac{3}{4} - \frac{1}{3} &= \frac{3 \times 3}{4 \times 3} - \frac{1 \times 4}{3 \times 4} \\ &= \frac{9}{12} - \frac{4}{12} \\ &= \frac{5}{12} \end{aligned}$$

Results

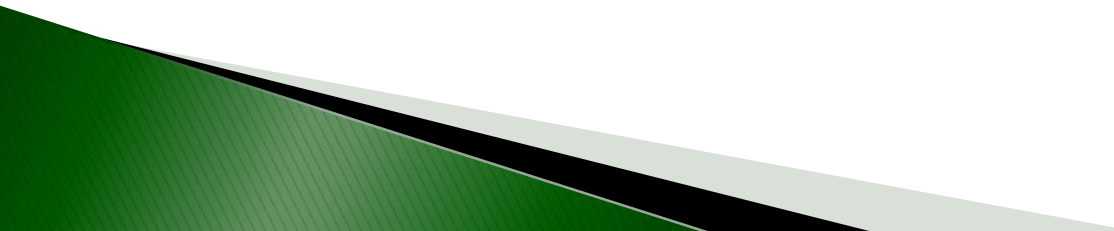
You will be given your child's raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the expected standard set by the Department for Education ('NS' means that the expected standard was not achieved and 'AS' means the expected standard was achieved).

The range of scaled scores available for each KS2 test is:

- 80 (the lowest scaled score that can be awarded)
- 120 (the highest scaled score)

The expected standard for each test is a scaled score of **100 or more**. If a child is awarded a scaled score of 99 or less they won't have achieved the expected standard in the test.

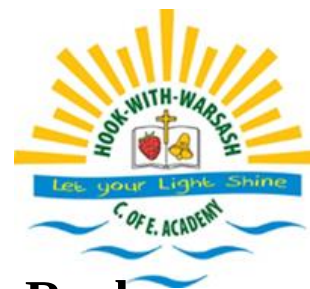
The Department for Education expects at least 65% of children to reach the expected standard.



Useful Links

Our website: <http://www.hookwithwarsash.co.uk/maths/english/>
(Hook home page, Curriculum, Maths/English, Year 6 SATS)

As a parent what should I do now?



- **Encourage your children to go on Mathletics and Times Tables Rock Stars**
- **Have a look at the Arithmetic paper- they could practise these at home-download from our website at: (Hook home page, Curriculum, Maths/English, Year 6 SATS)**
- **Play Grammar Top Trumps with your child.**
- **Encourage your child to log on to spag.com.**
- **Read regularly with your child and talk about what you are reading**
- **Let them have some time to relax!**

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>