

YEAR 6 SATS INFORMATION EVENING

WEDNESDAY 27TH NOVEMBER 2024

OBJECTIVES

- Provide information on Year 6 SATs
- Share how we prepare the children
- Share ideas of how you can support your child.
- Discuss secondary transition
- Any opportunity to ask questions.

YEAR 6 SATS TESTS

- Statutory tests for Year 6 pupils set by the Department for Education DfE.
- They assess what the children have learnt in Key Stage 2 (Years 3 to 6)
- Children sit them in May 2025 and the DfE sets a nationwide timetable
- Some children may need additional arrangements to support them and some may not sit the test. This will be discussed and agreed with you.

SATS TIMETABLE 2025

Key stage 2 tests

The statutory [key stage 2 tests](#) are timetabled from Monday 12 May to Thursday 15 May 2025:

Date	Activity
Monday 12 May 2025	English grammar, punctuation and spelling papers 1 and 2
Tuesday 13 May 2025	English reading
Wednesday 14 May 2025	Mathematics papers 1 and 2
Thursday 15 May 2025	Mathematics paper 3

GRAMMAR, PUNCTUATION AND SPELLING

- Only assessed through a test
- 2 Papers
- Paper 1: Grammar, punctuation and vocabulary
- 45 minutes
- 50 marks
- Most questions require multiple choice, single word or sentence answers
- Importance of accuracy

GRAMMAR, PUNCTUATION AND SPELLING

- Paper 2
- Spelling Test
- 20 Words
- All given with a context

3

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

Prefix	Word
re	mature
de	understood
mis	legible
im	frost
il	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.

1 mark

9

Which sentence uses an **apostrophe** correctly?

Tick **one**.

The children's clothes were hanging up.

The childrens' clothes were hanging up.

The childrens clothe's were hanging up.

The childrens clothes' were hanging up.

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

READING

- Teacher assessment only for those working below the standard of the tests.

For everyone else:

- Reading Test
- 1 Hour
- Reading booklet and answer booklet
- 50 marks available

5 How can you tell that the International Space Station is very large?

1 mark

6 How did Anousheh's trip into space make history?

1 mark

7 Look at the text box *Who has already had a holiday in space?*

Complete the table about Anousheh's trip into space.

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

2 marks

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

19 How does the snail behave when it is afraid?

Give **two** ways.

1. _____

2. _____

 1 mark

20 *Into your pitiful shell, so brittle and thin*

In this line, the word *brittle* is closest in meaning to...

Tick **one**.

shiny.

soft.

delicate.

rough.

 1 mark

21 Explain **two** things that the words *emerald scrap* suggest about the frog.

 2 marks

MATHEMATICS

- Teacher Assessment only for those below the standard of the test

For everyone else:

- Maths tests: 3 papers
- Paper A: Calculation 30 minutes: 40 marks.
- Paper B: Reasoning 40 minutes: 35 marks
- Paper C: Reasoning 40 minutes: 35 marks

16

$$1,440 \div 12 =$$

1 mark

17

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

1 mark

18

$$1.52 \times 6 =$$

1 mark

8

Maria bakes cakes and sells them in bags.



She uses this formula to work out how much to charge for one bag of cakes.

$$\text{Cost} = \text{number of cakes} \times 20\text{p} + 15\text{p for the bag}$$

How much will a bag of 12 cakes cost?

£

1 mark

Olivia buys a bag of cakes for £5.15

Use the formula to calculate how many cakes are in the bag.

Show
your
method

cakes

2 marks

WRITING

- Assessed by teachers in June. We work together to agree our judgements and may be moderated by West Berkshire
- A pupil's writing should meet all the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing only.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.

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 structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some 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 character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; 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. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

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.[^]

[There are no additional statements for spelling or handwriting]

WHAT INFORMATION WILL BE GIVEN TO PARENTS?

- In the end of year report you will receive your child's SATs results:
 - ✓ a raw score (the number of marks awarded)
 - ✓ a scaled score
 - ✓ and confirmation of whether or not they attained the expected standard
- Teacher assessment result for writing indicating whether the expected standard has been met, or whether a child is working at greater depth, working towards etc.
- Teacher assessment result for science indicating only whether the standard has been met or not.

WHICH CHILDREN WILL SIT TESTS?

The tests are designed to be used with all pupils who are working at the standard of the national curriculum. There will be some pupils who will be working below the 'expected standard' of the test, who will not achieve a scaled score of 100, but who should still take the tests. Teachers should use their knowledge of each pupil to decide whether to administer the tests to them. We will also have a conversation with parents if we feel a child is unable to access the tests.

ACCESS ARRANGEMENTS

- Reader
- Scribe
- Extra time
- Breaks

WHAT DOES SCHOOL DO TO PREPARE THE CHILDREN?

- Encourage children to work hard and do their best
- Teach the curriculum and provide regular feedback
- Give exposure to the tests including Mocks in Jan 25
- Set homework
- Encourage independence and personal responsibility

WHAT CAN I DO TO SUPPORT MY CHILD?

- Encourage them to work hard and do their best.
- Encourage them not to compare themselves to others.
- Regular school attendance
- Good sleep
- Use the papers to identify areas they find tricky and focus on these areas.
- Use the SAT buster books.
- BBC Bitesize.
- Regular reading
- Times Tables Rockstars
- Statutory spelling lists Year 3 and 4 and Year 5 and 6.

TRANSITION TO SECONDARY SCHOOL

- This has been a 7 year journey
- Getting them ready academically and socially
- 1st March you will receive an email from West Berks Admissions informing you of your child's allocated secondary school
- We will work with the secondary schools to share information.
- Transition meetings and days

ANY QUESTIONS?
