

# Fairlands Primary and Nursery School



## Year 6 SATs Information for Parents/Carers

Wednesday 7<sup>th</sup> February 2024

**Year 6 SATs are during the  
week of the 13<sup>th</sup> – 17<sup>th</sup> May  
2024.**

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

# Test Timetable

SATs Week 2024

**Date**

**Exam**

Monday 13 May 2024

Grammar, Punctuation & Spelling - Paper 1  
Grammar, Punctuation & Spelling - Paper 2

Tuesday 14 May 2024

English Reading

Wednesday 15 May 2024

Maths Paper 1 (Arithmetic) Maths Paper 2  
(Reasoning)

Thursday 16 May 2024

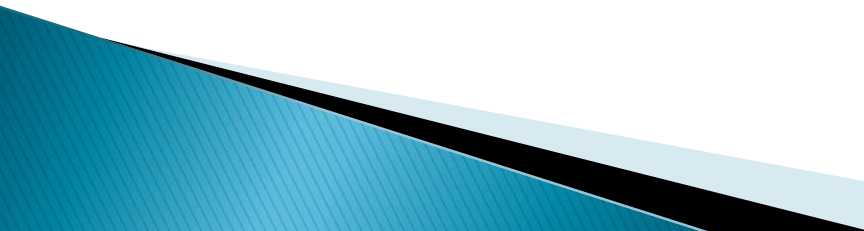
Maths Paper 3 (Reasoning)

— SATS

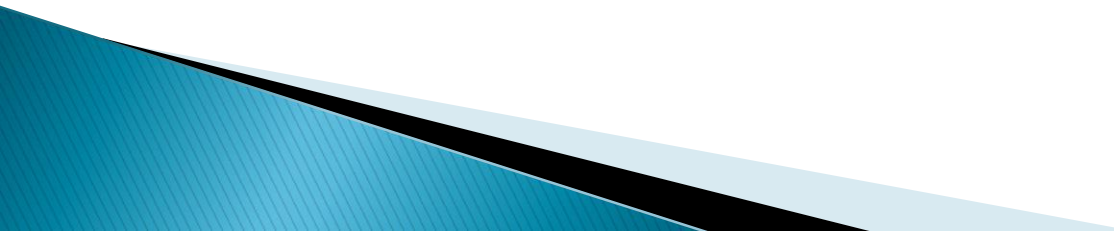
# What is expected by the end of KS2?

- ▶ 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.
- ▶ A scaled score of 100 is the benchmark for reaching ARE (age related expectations).
- ▶ A score of 110 or greater indicates that the child has demonstrated a greater depth of understanding.
- ▶ The raw score needed to reach ARE varies each year and is announced after the SATs have been completed.

# Ensuring the best results for your child – Parent/Carer support

- ❑ Helping your child with their homework, hear them read and learn their multiplication tables and spellings.
  - ❑ Showing interest.
  - ❑ Encouraging your child to do their best.
  - ❑ Engaging with additional opportunities – Booster groups and Easter School (Dates and times TBC)
- 

# Ensuring the best results for your child – School support.

- ❑ The Year 6 children have had, and will continue to have, numerous practice assessment weeks.
  - ❑ Each child will be treated as an individual.
  - ❑ Each child will be encouraged by us to do their very best.
- 

# Year 6 Reading



[phillipmartin.info](http://phillipmartin.info)

# Key Stage 2 Reading

The reading test is a single paper containing three different texts from a range of genres. **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

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.

---

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---

---

---

---

2 marks



# 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.’

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.

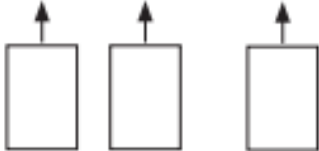


1 mark

25

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

Nadia ate strawberries.



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

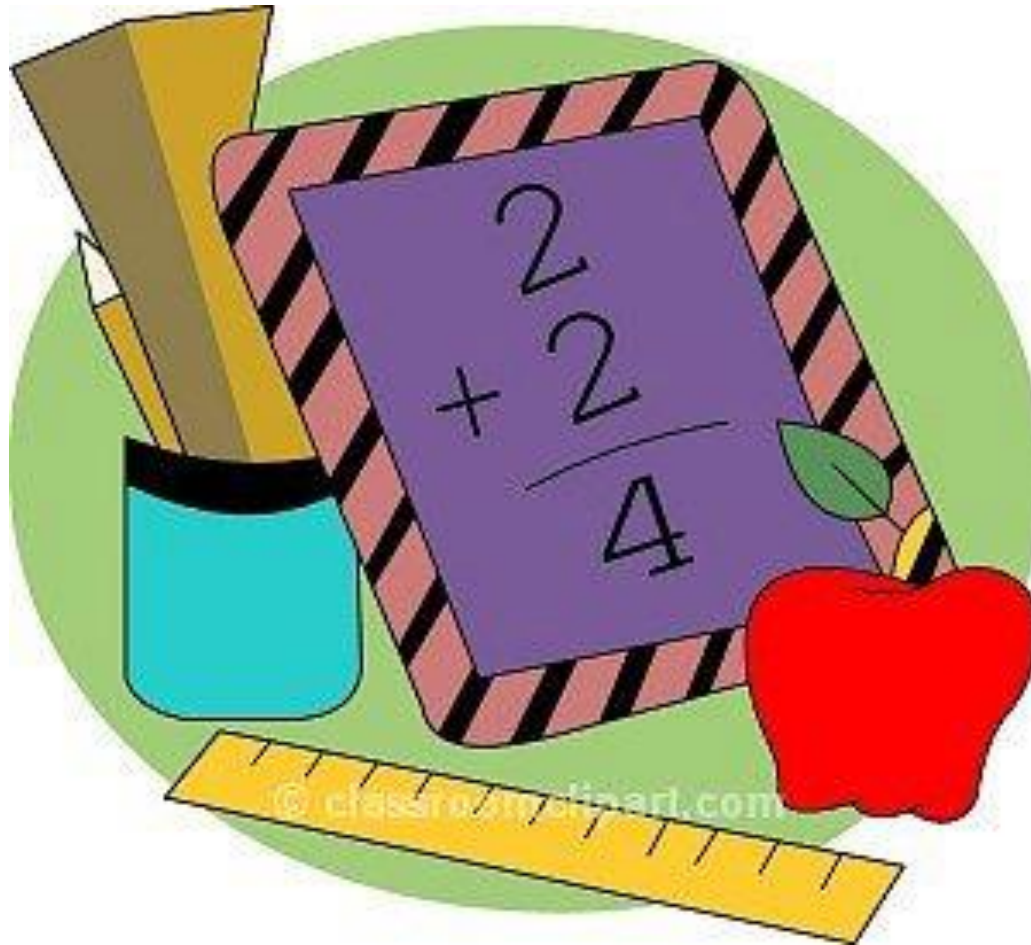
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1 mark

# Spelling

1. Sara wanted to be an explorer and \_\_\_\_\_ new lands.
2. The spy was sent on a secret \_\_\_\_\_.
3. For PE lessons, your clothes should be \_\_\_\_\_ and comfortable.
4. The \_\_\_\_\_ showed which way to go.

# 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 <b>Total: 60 marks</b>	Paper 1: 40 marks Papers 2 and 3: 35 marks per paper <b>Total: 110 marks</b>
Timing	Paper 1: 20 minutes (approximately) Paper 2: 35 minutes (approximately) <b>Total: 55 minutes</b>	Paper 1: 30 minutes Papers 2 and 3: 40 minutes per paper <b>Total: 110 minutes</b>



**25**

1 3 3 0 1 6

Show your method

2 marks

**34**

3 7 2 3 3 1

Show your method

2 marks

19

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

A grid for working out the answer to question 19. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn on the grid, spanning 10 columns and 2 rows, intended for the student to write their answer.

1 mark

35

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

A grid for working out the answer to question 35. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn on the grid, spanning 10 columns and 2 rows, intended for the student to write their answer.

1 mark



30

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

1 mark

26

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

1 mark

36

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

32

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

1 mark

National curriculum tests

# Key stage 2

## Mathematics

### Paper 2: reasoning

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

# SAMPLE BOOKLET

Published July 2015

National curriculum tests

# 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.

$$\begin{array}{cccc} \square & 6 & \square & 8 \\ + & 3 & \square & \square \\ \hline 9 & 0 & 1 & 9 \end{array}$$

---

2 marks

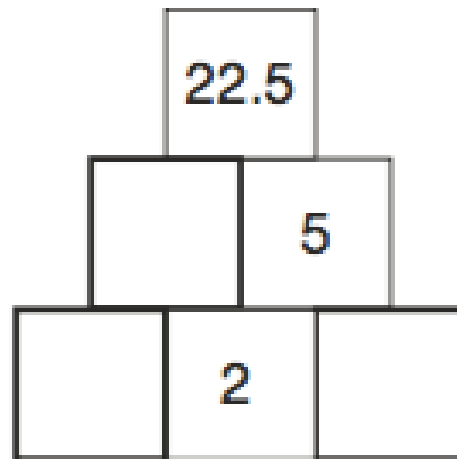


14

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?

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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.

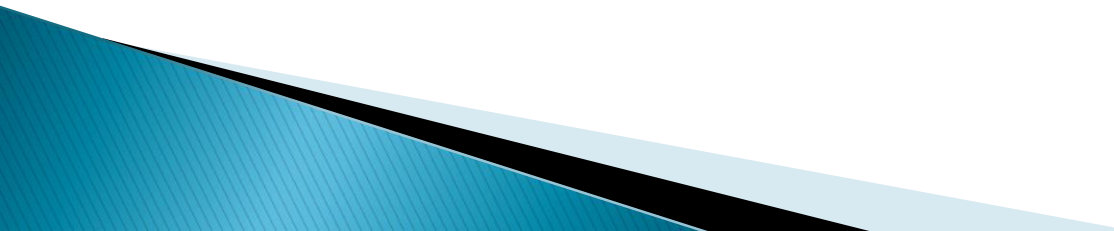
How much larger is the area of the football pitch than the area of the rugby pitch?

Show  
your  
method

square metres

3 marks

# 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

# We might be worried about...

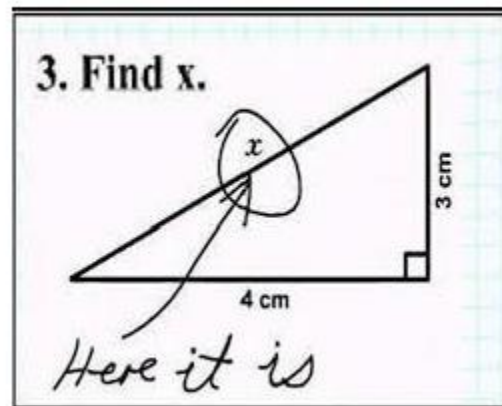
Chapter 5  
Variability

1) Calculate the mean for each of the data sets shown below.

Data Set A	Data Set B	Data Set C
0.26	4.9	23
0.39	7.0	
-1.5	2.9	
0.26		
-0.29		



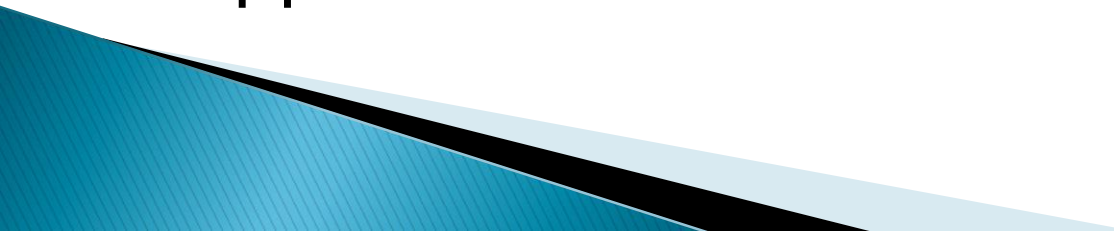
or...



or serious stress



# The dangers of reading too much into a test score!!

- ▶ It may send the message ‘my intelligence is fixed’
  - ▶ This may lead to ‘why bother trying?’ or ‘I must look clever.’
  - ▶ The result tells us nothing about potential– ‘the capacity to develop my skills with effort over time.’
  - ▶ But tests are a reality. How should we approach them?
- 


# Adopt a 'Growth Mindset'

- ▶ a culture we are growing at Fairlands.



<b>Don't Say</b>	<b>Do Say</b>
I'm never going to get this.	What shall I try instead?
I'm awesome at this.	I seem to be on the right track.
I just can't do this!	I'm going to have to practise this.
This is just too hard!	This is going to take some time.
It's easy for her - she's just clever.	I'm going to work out how she's managing to do this.
My answer is fine the way it is.	What can I do to make my answer even better?

# When supporting your child at home do...

- ▶ **Praise effort.**
  - ▶ Praise their efforts to memorise.
  - ▶ Praise their efforts to recall what they already know.
  - ▶ Praise their efforts to practise.
  - ▶ Praise their efforts to struggle and find ways to the answer.
  - ▶ Praise persistence.
  - ▶ Provide them opportunities for quality down time away from screens.
- 

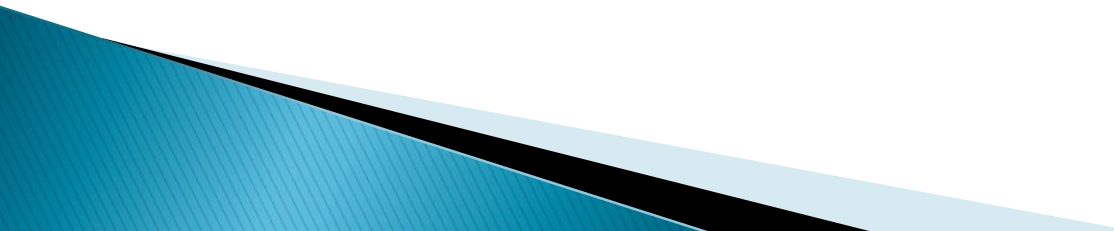
## Growth Mindset

- 👉 Intelligence is expandable
- 👉 I can grow my brain
- 👉 I want to learn more
- 👉 I love a challenge or something tricky
- 👉 I keep going in the face of setbacks
- 👉 I try hard to find a way to understand
- 👉 I listen to advice
- 👉 I practise things so my brain makes stronger connections

## Fixed mindset

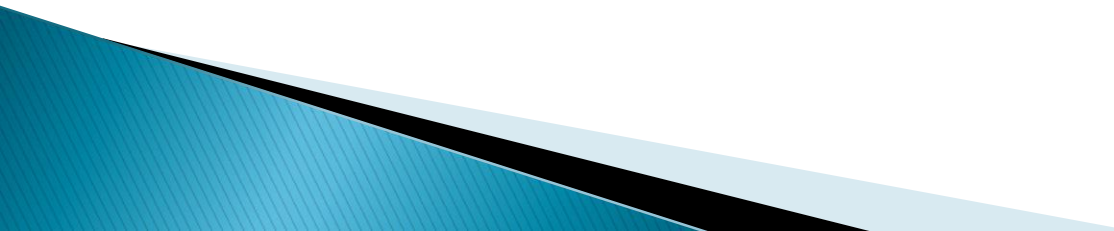
- 👉 Intelligence stays the same
- 👉 I must look clever
- 👉 I avoid challenges
- 👉 I give up easily
- 👉 Effort is pointless because it shows I can't do it straight away
- 👉 I ignore useful criticism because it makes me look like I need help
- 👉 I only do it if success is certain

# Don't

- ▶ Tell your child how bright they are.
  - ▶ Tell your child how gifted they are.
  - ▶ Tell your child 'I was no good at Maths/Writing/Reading/Tests either'—it sends a message that intelligence is fixed.
  
  - ▶ Talents and giftedness are starting points but effort is still required.
- 

# We all want them to do their best.

Encourage your child to think:

- ▶ I will work harder
  - ▶ I will organise my time better
  - ▶ I will practise
  - ▶ I will ask for help
- 

**Any questions?**

