

YEAR 6 PARENTS' MEETING

20.9.17

SATs 2018

# What are SATs?

- A group of tests taken at the end of KS1 (year 2) and at the end of KS2 (year 6)
- Maths (three papers)
- Reading (one paper)
- Spelling and Grammar (one spelling paper, one grammar and punctuation paper)
- Writing ( Continuous assessment/teacher assessment)
- Science – sampling tests

# 2018

- **Monday 14th May 2018** - English reading
- **Tuesday 15<sup>th</sup> May 2018** - Spelling and grammar paper one and two.
- **Wednesday 16<sup>th</sup> May 2018** – Maths paper one (arithmetic) maths paper two (reasoning)
- **Thursday 17<sup>th</sup> May 2018** – Maths paper three (reasoning)

# Assessment and Reporting

- since 2016, test scores have been reported to parents as 'scaled scores'.
- 100 will always represent the national standard as a scaled score... (80 lowest, 120 highest).
- Children who have taken the tests receive in July a)  
A raw score b) A scaled score in each subject tested  
c) Confirmation of whether or not they had attained the national standard (NS, AS).
- At BJS in 2017 the average scaled score for Reading was 104, 105 for Maths and 105 for SPAG

# Maths

- Big changes from previous years.
- An arithmetic paper has replaced the spoken word mental maths paper.
- The arithmetic paper (30 mins) covers calculations for all four operations, including use of fractions, percentages and decimals.
- Papers 2 and 3 cover 'problem solving and reasoning', each lasting for 40 minutes.
- Questions increase in difficulty.

# Maths

- Arithmetic paper (30 minutes, 40 marks)
- Reasoning paper 1 (40 minutes, 35 marks)
- Reasoning paper 2 (40 minutes, 35 marks)
  
- Combined total of the three papers = 110 marks

# Paper 1: Arithmetic

**2**

$$707 + 1,818 =$$


A grid of 10 columns and 10 rows, with a blue rectangular box highlighting the bottom-right area (approximately columns 7-10 and rows 7-10) for the final answer.

1 mark

# Paper 1: Arithmetic

5

$$345 - 60 =$$



1 mark



# Paper 1: Arithmetic

**17**

$$581 \div 7 =$$

A grid of 10 columns and 10 rows, with a blue rectangular box drawn in the bottom right corner, spanning approximately 4 columns and 3 rows.

1 mark

# Paper 1: Arithmetic

20

1 7 | 7 1 4

Show  
your  
method

2 marks

# Paper 1: Arithmetic

22

$$\begin{array}{r} 4781 \\ \times \quad 23 \\ \hline \end{array}$$

Show  
your  
method

2 marks

# Paper 1: Arithmetic

**3**

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

A grid of 18 columns and 10 rows, used for working out the answer to the fraction addition problem. The grid is currently empty.

A blue rectangular box, intended for the student to write the final answer to the problem.

A small white square box, used for marking the question.

1 mark

# Paper 1: Arithmetic

**12**

$$\frac{62}{100} - \frac{38}{100} =$$

A grid of 15 columns and 10 rows, with a blue rectangular box highlighting the bottom-right area (approximately columns 11-15 and rows 6-8) for the final answer.



1 mark

# Paper 1: Arithmetic

23

$$\frac{3}{4} - \frac{3}{8} =$$

A large grid of 20 columns and 10 rows, intended for students to show their working out. A blue rectangular box is drawn on the grid, spanning 6 columns and 3 rows, positioned in the lower right area of the grid.



1 mark

# Paper 1: Arithmetic

**30**

$$2\frac{1}{3} + \frac{5}{6} =$$

A grid of 20 columns and 10 rows, with a blue rectangular box drawn in the bottom right corner, spanning 6 columns and 3 rows.

1 mark

# Paper 1: Arithmetic

28

$$\frac{5}{8} \div 2 =$$

A grid of 10 columns and 10 rows, with a blue rectangular box drawn in the bottom right corner, spanning 4 columns and 2 rows.

1 mark



# Paper 1: Arithmetic

**29**

45% of 460 =

A grid of 20 columns and 10 rows, used for working out the answer to the question. A blue rectangular box is drawn on the grid, spanning 10 columns and 2 rows, intended for the final answer.

A small square box, used for marking the answer.

1 mark

# Papers 2&3: Reasoning

4

This table shows the heights of three mountains.

Mountain	Height in metres
Mount Everest	8,848
Mount Kilimanjaro	5,895
Ben Nevis	1,344

How much higher is Mount Everest than the combined height of the other two mountains?

Show  
your  
method

A large grid for showing the method to solve the problem. A small box at the bottom right of the grid contains the letter 'm'.

2 marks

# Papers 2&3: Reasoning

19

Amina posts three large letters.

The postage costs the same for each letter.

She pays with a £20 note.

Her change is £14.96

What is the cost of posting **one** letter?

Show  
your  
method

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

2 marks

# Papers 2&3: Reasoning

6

Write these numbers in order of size, starting with the **smallest**.

1.9

0.96

1.253

0.328

smallest

1 mark

# Papers 2&3: Reasoning

10

Round 84,516

to the nearest 10

to the nearest 100

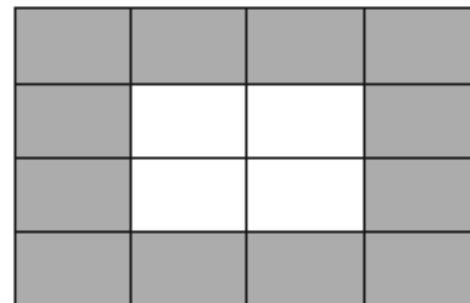
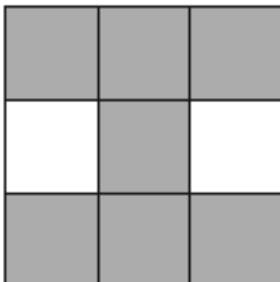
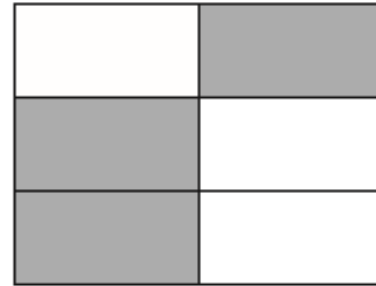
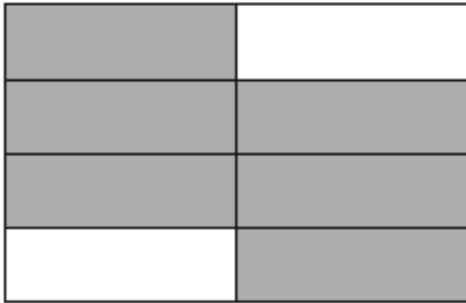
to the nearest 1,000

2 marks

# Papers 2&3: Reasoning

9

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



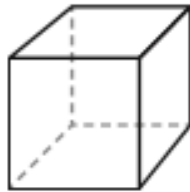
1 mark

# Papers 2&3: Reasoning

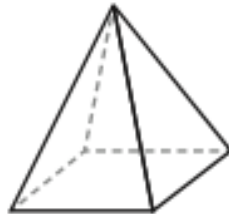
12

Here are diagrams of some 3-D shapes.

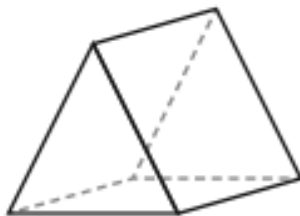
Tick each shape that has the same number of faces as vertices.



Cube



Square-based pyramid



Triangular prism



Triangular-based pyramid

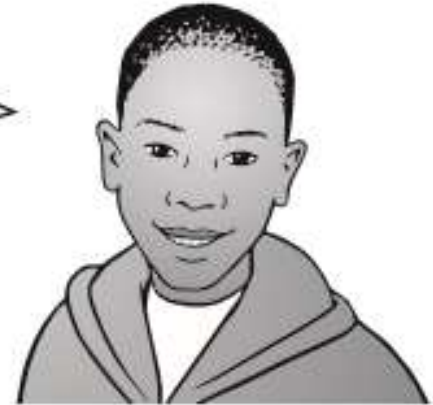
2 marks

# Papers 2&3: Reasoning

20

Adam says,

0.25 is smaller than  $\frac{2}{5}$



Explain why he is correct.

A large, empty, cloud-shaped box with a scalloped border, intended for the student to write their explanation.

1 mark



# WRITING

- No externally marked test. Teacher assessment.
- No more levels.
- Either working at below the standard, meeting the required standard or working at greater depth within the expected standard.
- Aiming to use variety of punctuation (used accurately), sentence structure and vocabulary.

# READING

1<sup>st</sup> test under new curriculum  
sat May 2016.

- 1 hour
- 3 texts
- Increasing in difficulty

# READING

## Changes:

- Achieve a mark not a level.
- Different type of questions:
- Lots of **inference** questions (36%). E.g. *How is the whale made to seem mysterious? Explain two ways, giving evidence from the text to support your answer.* (previously Level 6 type question). P.E.: POINT then EVIDENCE. “ I think.... because it says...”

# READING

- **Summarising** the main ideas from a paragraph.  
E.g. *What is the main message of the poem?*
- **Fact or opinion?**
- **Explain the meaning of words** in context (20%):  
*Find and copy one word from this paragraph that is closest in meaning to 'motivated'*
- *...Look at the paragraph beginning: She knew the universal rule. What does the word universal tell you about the rule?*

# GRAMMAR AND PUNCTUATION TEST

- Tested on 2014 curriculum.
- No Level 6 separate paper.
- Previously:

*The girl jumped fearlessly over the lazy lion.*

Identify the nouns, verb, adjective, adverb, preposition, articles.

- 2017 test more challenging. More in depth knowledge required.

# 2017 GRAMMAR AND PUNCTUATION TEST

Q24. Circle the two words that are **antonyms** in the sentence below:

**What looked like a worthless collection of rusty metal turned out to include ancient coins and valuable jewellery.**

# ANSWER

**What looked like a worthless collection of rusty metal turned out to include ancient coins and valuable jewellery.**

# 2017 GRAMMAR AND PUNCTUATION TEST

- Insert a **pair of commas** in the correct place in the sentence below.
- I enjoy sitting in my bedroom even though it is quite small and listening to music.



# ANSWER

- Insert a **pair of commas** in the correct place in the sentence below.
- I enjoy sitting in my bedroom, even though it is quite small, and listening to music.

# 2017 GRAMMAR AND PUNCTUATION TEST

Q16. Complete the sentence with an appropriate **subordinating conjunction**.

Tracey decided to walk \_\_\_\_\_ it was a lovely day.

# ANSWER

- Tracey decided to walk because it was a lovely day.

# 2017 GRAMMAR AND PUNCTUATION TEST

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

The girl bought a sandwich and an apple to eat for lunch.

Tick **one**.

**adjectives**

**determiners**

**adverbs**

**nouns**

# ANSWER

The girl bought a sandwich and an apple to eat for lunch.

Tick **one**.

adjectives

determiners



adverbs

nouns

# 2017 GRAMMAR AND PUNCTUATION TEST

Know and understand the meaning and use of  
(amongst other things):

- Modal verbs
- Subordinate and main clauses
- Subjunctive
- Subject and object
- Past progressive verb form (*was/is dancing*)
- Present perfect form (has/have been)
- Active and passive voice

# SPELLING TEST

2014 curriculum spelling word lists. Year 5/6:

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, etc.

# SPELLING

- BJS spelling programme: OUP Read, Write, Inc.
- Orange words (statutory words).
- Individual spellings from their writing.
- Pupil booklets.
- Words in their planner on Monday, spelling lesson every Tuesday, tested on Fridays.
- Test in May: 20 words.



# HOW PARENTS CAN HELP

## MATHS:

- My Maths, X tables, number bonds, weekly homework, CGP workbooks:

*<https://www.cgpbbooks.co.uk/>*

## READING:

- Read to your child, hear them read, ask questions.

## SPELLING:

- Test them daily, check their SaCaWaCing.

# HOW PARENTS CAN HELP

- GRAMMAR AND PUNCTUATION: CGP, weekly homework, correct their spoken grammar.
- Q15. Circle the correct **verb form** in each underlined pair to complete the sentences below.
- The last place I saw Jack and Gwen was/were in the playground.
- At the museum, there was/were many interesting exhibits.
- The bikes was/were lined up for the start of the race.

# ANSWER

- The last place I saw Jack and Gwen was/were in the playground.
- At the museum, there was/were many interesting exhibits.
- The bikes was/were lined up for the start of the race.

# CREATIVE LEARNING SERVICES

- Our aim: a “Reading School”
- Bridget Hamlet: school librarian.