
Year 6 SATS

— Family Support Meeting —

What are SATs and when do they happen?

SATs are standardised national tests that are taken by all children in years 2 and 6 across the country.

They are a progress and attainment measure for schools.

Year 6 SATs are taken in line with a national timetable and are marked externally.

Year 6 (KS2) SATs will take place this year between **Monday 13th and Thursday 16th May 2019.**

2018 Test Week Timetable

Date	Activity
Monday 13 May	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May	English reading
Wednesday 15 May	Mathematics papers 1 and 2
Thursday 16 May	Mathematics paper 3

Results

- Results are given to schools directly
- Results will be shared with families soon after they are received at school.
- Families will receive a **scaled score** and an **overall level** - working towards expected standard , expected standard or greater depth standard.

For example..

In 2018 all children who scored 28 marks or more on the Reading test got a scaled score of 100. This means they achieved the expected standard.

All children who scored 40 marks or more on the test achieved the greater depth standard.

The raw test scores required to achieve a particular scaled score vary each year. This is to allow for differences in difficulty between the tests from year to year.

English Reading	
Raw score	Scaled score
17	92
18	93
19	93
20	94
21	95
22	96
23	96
24	97
25	98
26	98
27	99
28	100
29	101
30	101
31	102
32	103
33	104

English Reading	
Raw score	Scaled score
34	105
35	106
36	107
37	107
38	108
39	109
40	110
41	112
42	113
43	114
44	115
45	117
46	118
47	120
48	120
49	120
50	120

What happens with the results?

- Secondary schools are informed of results and many of them use this to plan initial group streaming in Year 7
- Secondary schools will also complete their own baseline assessment on arrival
- Results help to give families an indication of their child's overall attainment at the end of primary school

Sample Questions

SPAG

1 Tick the sentence that must end with a **question mark**.

Tick **one**.

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

48

Insert a **colon** in the correct place in the sentence below.

The school offered three clubs for its pupils art and craft,
dance and chess.

1 mark

Sample Questions

MATHS

3

$6.1 + 0.3 =$

17

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

1 mark

26

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

1 mark

Sample Questions -MATHS

10

Write the two missing digits to make this **long multiplication** correct.

$$\begin{array}{r} 4 \square \\ \times \square 6 \\ \hline 2 \ 4 \ 6 \\ 8 \ 2 \ 0 \\ \hline 1 \ 0 \ 6 \ 6 \end{array}$$

2 marks

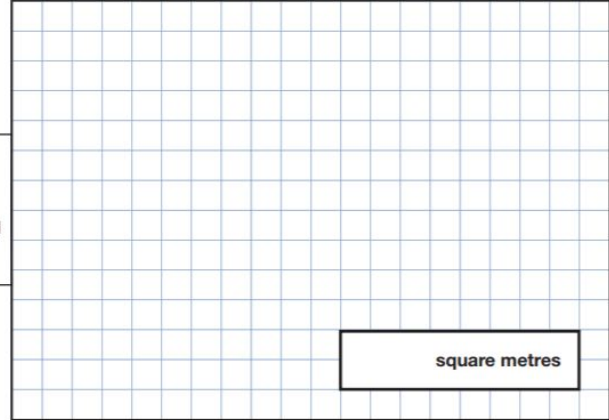
19

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



3 marks

5

What is 444 minutes in hours and minutes?

hours

minutes

1 mark

Sample Questions

READING

3

Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1. _____

2. _____

_____ **2 marks**

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**

How are we supporting our children?

Daily high quality teaching and learning - carefully planned and executed lessons and homework tasks

Revision Guides - provided to support learning at home

SATs Buster Workbooks - supported practise opportunities

Weekly Boosters - consolidation and test preparation opportunities

Extra tutoring and 1:1 Boosters - programme provided for specific children and afternoon 1:1 support where necessary

How can families support at home?

Revision Guides - contain everything they need to know and everything you need to know to help them!

Work through them with your child and complete the 'Quick Questions' and 'Test-Style Questions' sections.

Encourage your child to use the guides as a reference point as well as to work through as part of a weekly routine.

How can families support at home?

Daily Reading - listen to your child read their home reader as much as possible throughout the week.

Talk about what they have read and challenge them by asking questions and encouraging them to comment on the text.

Provide access to a wide range of texts - magazines, children's newspapers, poetry, fiction, recipe books etc.

How can families support at home?

Handwriting - children's handwriting must be joined according to the school's handwriting scheme.

Ensure all writing done at home is completed carefully to aid handwriting.

Complete the handwriting sheet sent home each week.

How can families support at home?

Arithmetic Support - spend time daily working on mental strategies and speed work.

Set questions for a timed quiz.

Practise mental calculation using playing cards and dice.

Sing/chant/clap times tables so they are known from memory in any order and with division facts.

How can families support at home?

Spelling Support - work through the spelling rule each week.

Practise for the weekly spelling test and remember to revise previously learnt words.

Practise high frequency words using 'look, cover, write, check'.

Provide words/sentences with spelling errors in them and ask children to identify the errors.

Tips for working at home

- Short regular bursts of learning
- Set a routine for timings so homework and extra learning don't get forgotten about
- Calm and positive approach
- Games and challenges (against adults or siblings!)
- Online games and activities - some will be set by the teacher

ENCOURAGE YOUR CHILD!

- Tell them they can do it - they can!
- Ensure they know that getting 'stuck' is not a problem - ask for help from the teacher if they are unable to move forward
- Remind them that tests are important but they are not the only way that teachers assess
- Preparation over panic!

Questions

