



Welcome to Year 6

Kensuke's Kingdom (Mr Cooper and Mrs Willats)

Chocolate Factory (Mrs Smith)

Supported by Mr Sullivan

*To measure the child's progress
and attainment – end of KS2
assessment*

*To measure
effectiveness of the
school in comparison
to local and national
data*

*Why do children sit
SATs tests?*

*"It was the best week of
Year 6!"*

To inform parents

*Secondary school
data*



Results:



- A raw score (number of raw marks awarded).
- A scaled score in each tested subject.
- Confirmation of whether or not they attained the national standard.
- Results are shared in early July.

Child A

Raw score 17/50

Standardised score of 93

Has not yet met the
expected standard

Child B

Raw score 26/50

Standardised score of
100

Met the expected
standard

Child C

Raw score 42/50

Standardised score of 114
110 or over is classed as
'Greater Depth'

Working below
expectations

Working just below
expectations

Working at expectations

Working at greater depth

80

100

120

Meeting the expected standard indicates that the child is in a good academic position to access the KS3 curriculum as their KS2 curriculum knowledge and understanding is at a good standard.

Of course, some children will not meet the expected standard so we will endeavour to get them as close to this as possible as we will focus on their progress.

WORKING TOWARDS (80-99)

WORKING AT (100-109)

*WORKING AT GREATER
DEPTH (110-120)*

SATs



Monday 13th May	SPAG (45mins)	Spelling (20mins)
Tuesday 14th May	Reading (1hr)	
Wednesday 15th May	Mental Maths (30mins)	Mathematics Reasoning Paper 1 (40mins)
Thursday 16th May	Mathematics Reasoning Paper 2 (40mins)	

Please avoid booking holiday during this time, or the lead up to SATs. They will need to be in school promptly.

Reading



- 1 hour to complete the test
- 3 texts, usually a range of fiction and non-fiction
- A set of questions (usually around 12) about each text
- Not a memory test – the children can refer to the questions as much as they want!
- Focus on understanding language style and vocabulary, retrieval of information and their comprehension through inference/deduction style questions.
- Scored out of 50 – 1, 2 and 3 mark questions

Retrieving Information – 28%

22 Look at the section headed: *Frequently asked questions*.

How long did the fastest swim across the Channel take?

1 mark

16 What event made Matthew Webb want to swim the English Channel?

1 mark

Vocabulary/ Understanding Language – 20%

1

A Siamese cat **crouched** on a tree branch, peering down at Gaby with brilliant blue eyes.

Which word is closest in meaning to *crouched*?

Tick **one**.

balanced ☐

squatted ☐

trembled ☐

pounced ☐

17

Look at the paragraph beginning: *Twenty-seven-year-old Webb...*

Find and **copy one** word from this paragraph that is closest in meaning to 'motivated'.

1 mark

11

She resettled on the branch, considering her options.

What does *considering her options* mean in this sentence?

Tick **one**.

thinking about what to do ☐

changing her mind ☐

looking at it from the cat's point of view ☐

wishing her mother was there ☐

1 mark

Comprehension/ inference/ deduction – 44%

26 David Walliams was determined to be successful in his attempt to swim the English Channel.

Give **one** piece of evidence from the text which shows this.

36 Look at the paragraph beginning: *Carefully, Michael leaned...*

What does this paragraph tell you about Michael's character?

Explain **two** features of his character, using evidence from the text to support your answer.

3 marks

Look at the paragraph beginning: *Well, she'd just have to not fall...*

The cat was too shiny. Too chubby.

What conclusion does Gaby draw from this?

1 mark

Consider the type of questions you are asking your child when they are reading...

- What does that word mean? Can you think of another word which means something similar?
- What impression does the word (provide word and context) glare give us about how Shirley felt towards her cousin?
- Can you find a word in this paragraph that is closest in meaning to (provide word) annoyed?
- In what year did (provide fact) the French authorities make it illegal for people to swim from France to England?
- In the last paragraph, X does not want to do something. Give two reasons why X does not want to do this.
- How was the character feeling when...? How do you know? What evidence is there in the text?

Spelling, Punctuation and Grammar (SPaG)

Comprised of 2 tests – combined score (/70)

Test 1 (45 minutes) measures their punctuation, spelling and grammar skills: terminology, word class, sentence types and structures (50 marks)

Test 2 measures their ability to spell words using a variety of rules plus the ability to remember key exception words (20 marks)



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

Come and see me tomorrow I will not have time to see you today.

Which **verb form** completes the sentence?

After Disha _____ her medal, she gave a television interview.

Tick **one**.

is collecting ☐

had collected ☐

has collected ☐

was collecting ☐

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 ☐

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

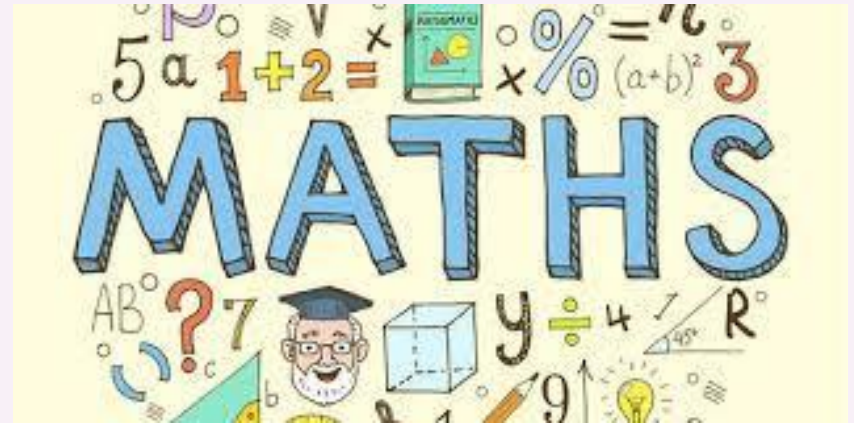
Tracey decided to walk _____ it was a lovely day.

1. Mum hit her _____ with the hammer.
2. The boy had _____ keeping up with his elder sister.
3. Add eggs to your cake _____.
4. The new laptop is light and _____.

Qu.	Spelling	Mark	Content domain reference
1	thumb	1	S60— words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
2	trouble	1	S40— the /ʌ/ sound spelt <i>ou</i>
3	mixture	1	S44— words with endings sounding like /ʒə/ or /tʃə/
4	portable	1	S56— words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>

Mathematics

Comprised of 3 tests



Test 1 (30 minutes) Arithmetic

Not in context and a focus on number, fraction and percentages.

Encourage the children to use efficient methods

Test 2 and 3 (each 40 minutes) Reasoning

Questions are in context or require a deeper level of understanding than just procedural mathematics. Number geometry, coordinates, fractions, decimals and percentages, angles, algebra are covered

1

$979 + 100 =$

7

$472 - 9 =$

1 mark

$505 \div 1 =$

$30 \times 40 =$

1 mark

1 mark

31

$$20 - 4 \times 2 =$$

24

$$15.4 - 8.88 =$$

1 mark

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

27

$$95\% \text{ of } 240 =$$

1 mark

<https://mathsbot.com/primary/ks2?fbclid=IwAR20LwIjvk3EVWWlt96zMgoeXrPadlOBDzMzFCThxyN4AvjbzuSjMafK7FQ#qlaSheet>

An analog clock with a white face and black numbers. The hour hand is between 10 and 11, and the minute hand is pointing at 2. The clock has a grey strap.

4

5	3	2		9
+		7	4	2
<hr/>				
	0	6	7	6

2 marks

Show
your
method

melons

2 marks

☐ $>$ ☐ $=$ ☐ $<$

 11×12 15×10 $90 \div 30$ $60 \div 20$ $120 \div 4$ $160 \div 8$

30×8  100×10

2 marks

How you can help your child:

- *Praise and encourage!*
- *Best possible attendance and that they are organised.*
- *Support your child with any homework tasks, whilst encouraging them to take responsibility.*
- *Reading, spelling and arithmetic (e.g. times tables at speed) should be practised regularly.*
- *Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).*
- *Make sure your child has a good sleep and healthy breakfast every morning!*
- *Help your child to plan their revision in short bursts (15-20 minutes).*

Useful website for parents. <https://www.theschoolrun.com/>



Menu
✕

10 × 12

36	48	24	12
72	96	60	84
144	108	132	120

Times Tables up to 12
Hit the Answer 12 × Table
Timer: 0:48
Score: 4/4
top marks

Spelling Menu			
Try some of these to help you learn your spellings			
Tricky! Tricky! Look at your word and identify any tricky parts that you might get wrong e.g. government. Write the word with the tricky part underlined.	Silly Sentences Write silly sentences using a spelling word in each sentence. Underline the spelling words and write neatly!	Hidden Words Look for words within words to help you remember the spelling e.g. there is a rat in separate.	Backwards Words Write your spelling words forwards and then backwards! Remember to write neatly!
Walesfall Words Example: o ca cat catc catch	ABC Order Write your spelling words in ABC order. If words start with the same letter, look at the next letter.	Mnemonic Write an mnemonic to help you remember how to spell your word e.g. because Big elephants can add up sums easily.	Fancy Words Write your words using fancy letters twice! Example: Catch cat catch
Three Times First, write each word small. Then, write it a bit larger. Finally, write it very large!	Adding My Words Vowels are 10 and consonants are 5. Write your words and then add the value of each word. E.g. cat 5+10+5 = 20.	Riddle Me Write a riddle for each of your words. Don't forget to answer them. E.g. I am cute. I wear nappies. Answer: baby.	Rhyming Words Write each of your spelling words with a rhyming word next to them. E.g. cut shut
look. say. cover. write. check. Go through the procedure above. When you say a word, can you say it in a way to make it more memorable for you to remember the spelling?	UpPeR aNd LoWeR Write your words once with all uppercase letters and one time with all lowercase letters. Then, write a third time with a mixture!	Extra bits Can you write your spelling words with a prefix or suffix added? E.g. friend unfriendly Friendless Friendship. Write as many as you can.	Choo Choo Words Write the entire list end-to-end as one long word. Write each new word in a different style. E.g. trainbackSTOP
Syllables Break your word down into syllables and draw lines for each syllable. Then write the letters for each syllable on the lines. Ex cell ent	Words Within Words Write each spelling word and then write at least two words made from that word. E.g. catch cat hat	Words Without Vowels Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels.	Other Handed First, write your words with your normal writing hand. Then, write the list using your other hand!



doodlelearning



Home Learning:

- Daily Doodle Maths
- Doodle Spell / RWI Spellings
- Reading x5 a week
- 10min SATs Buster Books.
- Independent and take responsibility

Did you know?

Reading for pleasure is the single biggest indicator of a child's future success, more than family circumstances, parents' educational backgrounds or income.

[- Organisation for Economic Co-Operation & Development](#)



Online Learning at PaWS



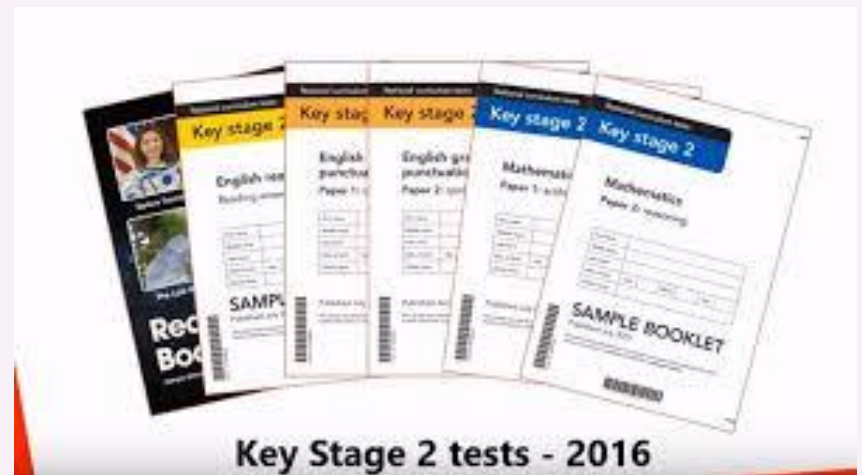
How we can help your child:

- We will discuss the *SATS buster tests* each week to support any misconceptions.
- If your child needs *additional support*, we may apply for them to have a scribe or a reader. For some, they may complete the tests in a smaller room with an adult.
- Your child may be invited to a *booster group* before school.
- Please speak to us or email us if your child is worried about the tests or you have any questions.



Please do NOT...

*Use any of the SATs papers from 2019 onwards
as we will be using these each term.*



Communication:

- *Reports Term 4 and 6*
- *Parent Consultations - March*
- *Arbor/newsletter*
- *School website*

Email:

lizsmith@pevenseyschool.org.uk

kkerr@pevenseyschool.org.uk

dcooper@pevenseyschool.org.uk

Please contact us if you have any questions.



In your pack:

- ☐ *Handout from this session.*
- ☐ *Examples of Expected Standard and Greater Depth writing.*

Thank you for your time 😊