

# Y6 SATs Presentation 2017

# Y6 Expectations At the end of KS2 pupils will receive a scaled score based upon their test results in Reading, Mathematics and Grammar.

- 100 will always represent the 'National Standard' 'Expected Standard' scores range from 100-109 'Higher Standard' scores range from 110-120
- Anything below 100 is classed as not reaching the Expected Standard.
- Please note in your child's report at the end of the year the raw score and scaled score for each test will be published and if they have met the expected standard or not-this will not be broken down into expected and higher

- Writing at the end of KS2 is teacher assessed based upon all of the writing your child completes in class throughout Y6.
- Your child will be graded as either:
- WTS- Working towards the expected standard
- EXS- Working at the expected standard or
- GDS- Working at greater depth than the expected standard

# KEY STAGE 2 SATS 2017 In 2018

Children will take the following tests:

- Reading test
- English Grammar, Punctuation and Spelling
- Mathematics Paper 1 Arithmetic
- Mathematics Paper 2 Reasoning
- Mathematics Paper 3 Reasoning
- Writing- Teacher assessed

# Timetable

Monday 8 May	English reading test, reading booklet and associated answer booklet.
Tuesday 9 May	English grammar, punctuation and spelling test, Paper 1, short answer questions. English grammar, punctuation and spelling test, Paper 2, spelling.
Wednesday 10 May	Mathematics, Paper 1, arithmetic test. Mathematics, Paper 2, reasoning.
Thursday 11 May	Mathematics Paper 3, reasoning.

# Maths Tests

# Key Stage 2 Mathematics:

- Paper 1 – Arithmetic (30 minutes-40 marks)
- Paper 2 –Reasoning (40 minutes-35 marks)
- Paper 3- Reasoning (40 minutes-35 marks)

# Key Stage 2 Mathematics

## Equipment for written papers:

- Pens, pencils, pencil sharpener, rubber,
  - Ruler showing cm and mm
- Angle measurer or protractor
  - Mirror



1

$$979 + 100 =$$




1 mark

2

$$123 \times 2 =$$


--



1 mark





5

$$1,034 + 586 =$$


--

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1 mark

10

$$\frac{4}{5} - \frac{1}{5} =$$

A large grid of 20 columns and 10 rows, intended for students to show their working out. A rectangular box is drawn in the bottom right corner of the grid, spanning 5 columns and 2 rows, to indicate where the final answer should be written.



1 mark

13

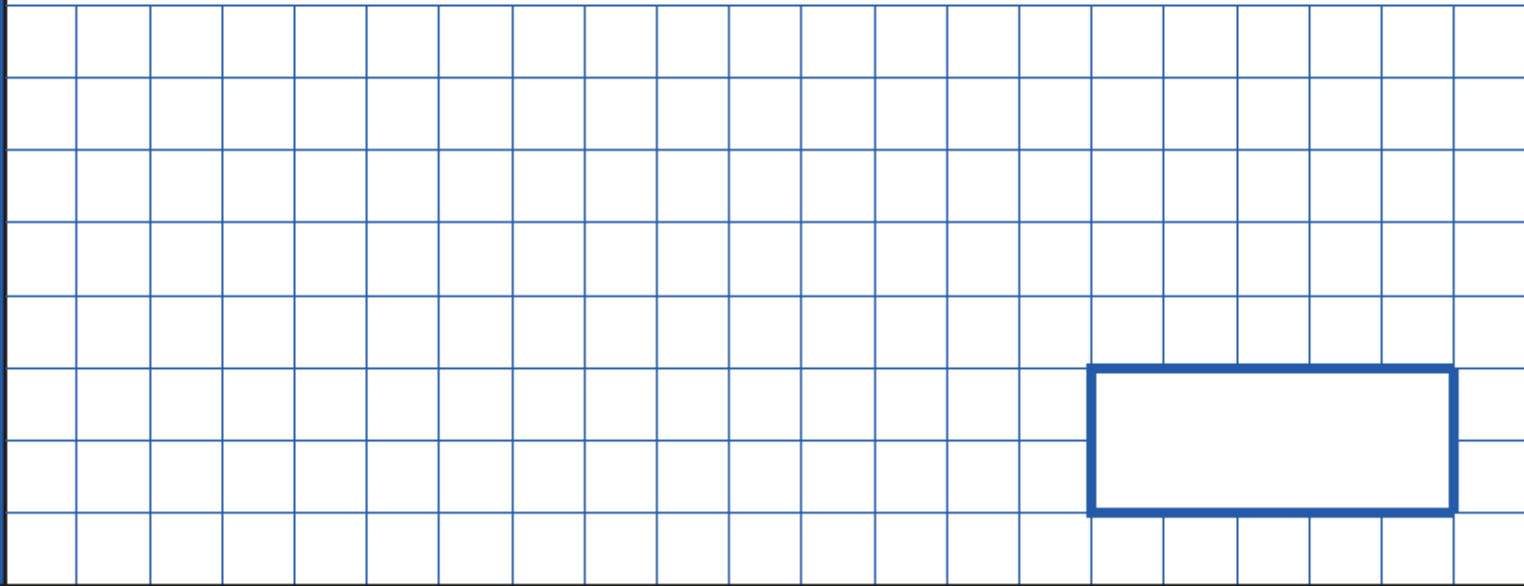
$$4^2 =$$




1 mark

18

$$1.52 \times 6 =$$



1 mark



24

$$15.4 - 8.88 =$$




1 mark

25

1 3 3 0 1 6

Show  
your  
method

2 marks

29

$$\begin{array}{r} \phantom{\times} \phantom{00} 678 \\ \times \phantom{00} 54 \\ \hline \end{array}$$

Show  
your  
method



2 marks

34

3 7 2 3 3 1

Show  
your  
method



2 marks

2

A pack of paper has 150 sheets.

4 children each take 7 sheets.

How many sheets of paper are left in the packet?

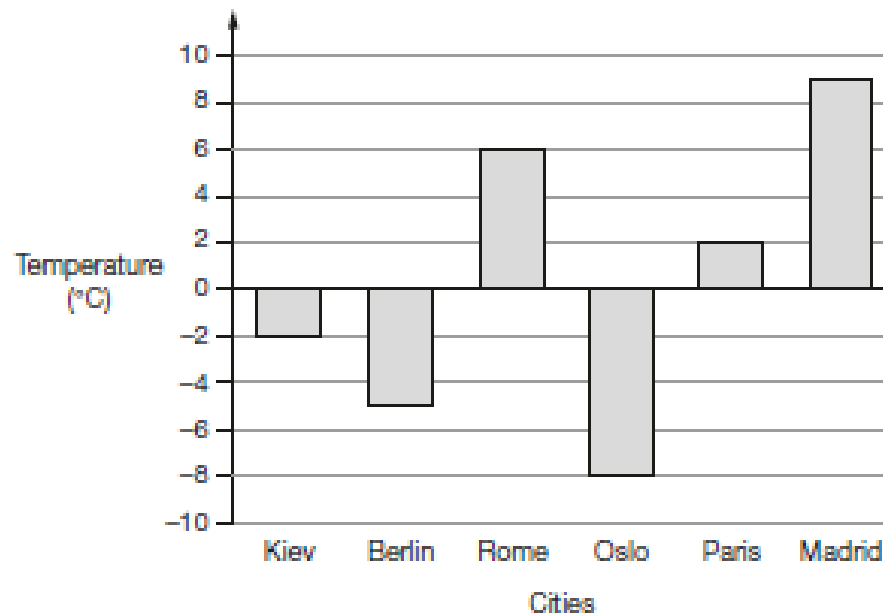
Show  
your  
method

The grid is 20 columns wide and 10 rows high. A smaller empty box is located in the bottom right corner of the grid, spanning 5 columns and 2 rows.

2 marks

3

This graph shows the temperature in six cities on one day in January.



Which city was 4 degrees warmer than Kiev?

\_\_\_\_\_

1 mark

What was the **difference** between the temperature in Oslo and the temperature in Berlin?

°C

1 mark

4

Here are some shapes made of squares.

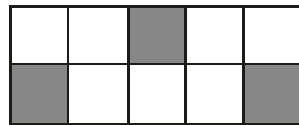
A fraction of each shape is shaded.

Match each shape to its equivalent fraction.

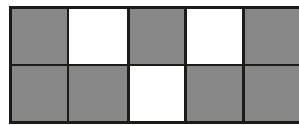
One has been done for you.



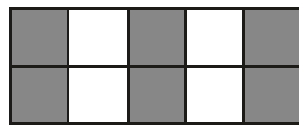
$$\frac{7}{10}$$



$$\frac{3}{5}$$



$$\frac{1}{2}$$



$$\frac{4}{5}$$



$$\frac{3}{10}$$

5

What is 444 minutes in hours and minutes?

hours

minutes

1 mark



6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

1 mark

7

In the circles, write a multiple that belongs to each set.

One has been done for you.

numbers from 1 to 99

multiple of 10

50

numbers from 101 to 199

multiple of 20

numbers from 201 to 299

multiple of 30

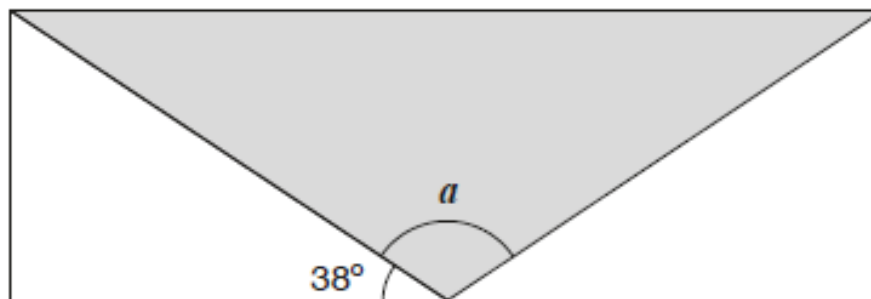
numbers from 301 to 399

multiple of 40

2 marks

15

A shaded isosceles triangle is drawn inside a rectangle.



Not  
to  
scale

Calculate the size of angle  $a$ .

Show  
your  
method

$a$  is

°

2 marks

20

On Saturday Lara read  $\frac{2}{5}$  of her book.



On Sunday she read the **other** 90 pages to finish the book.

How many pages are there in Lara's book?

Show  
your  
method

pages

2 marks

# Key Stage 2 – Mathematics

## Reasoning questions:

- Questions will require children to apply their problem-solving skills.
- Children may be expected to decide how best to organise and present their findings.  
(communicating)
- Or to develop logical thinking and to explain their methods and reasoning.

# Mathematics Test Preparation:

What can you do to support your child?

- Encourage children to complete homework on time.
- Maths how to leaflets... on school website
- Encourage your child to do mental calculations regularly e.g. Estimating shopping bill, practise times tables and related division facts, spot numbers around you etc.

# Mathematics Test Preparation

What are we doing in class to support your child?

- Regular reasoning & arithmetic activities
- Mental Maths
- Homework linked to work in class
- Maths Challenges
- Maths vocabulary

# Reading Test



# The Reading Test

1 hour for the test in which children have 3 texts to read and an answer booklet with a variety of questions in related to the texts. (50 marks)

Texts will get progressively harder.

Questions appear as:

- Multiple choice,
- Matching tasks,
- Answers as words or short phrases-1 mark
- Longer answers- 2 or 3 marks

There is usually a non-fiction text included, e.g. an information text, a persuasive leaflet or a newspaper article.

# Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

## How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

**Fact:** The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

## What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

**Fact:** The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.



1

Look at the introduction.

Why is space tourism *impossible* for most people?

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---

1 mark

2

How would you get from the spacecraft to the space hotel?

---

---

1 mark

3

Look at page 4.

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



is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

## September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.

# Giants

How would you like it –  
Supposing that you were a snail,  
And your eyes grew out on threads,  
Gentle, and small, and frail –  
If an enormous creature,  
Reaching almost up to the distant skies,  
Leaned down, and with his great finger took  
Your eyes  
Just for the fun  
Of seeing you snatch them suddenly in  
And cower, quivering back  
Into your pitiful shell, so brittle and thin?  
Would you think it was fun then?  
Would you think it was fun?

And how would you like it,  
Supposing you were a frog,  
An emerald scrap with a pale, trembling tongue  
In a cool and shadowed bog,  
If a tremendous monster,  
Tall, tall, so that his head seemed lost in the trees,  
Leaned over, and clutched you up in his great fist  
Just for the joy  
Of watching you jump, scramble, tumble, fall,  
In graceless, shivering dread,  
Back into the trampled reeds that were grown so tall?  
Would you think it a joy then?  
Would you think it a joy?

*Lydia Pender*

23

*Just for the joy  
Of watching you jump, scramble, tumble, fall*

**Find and copy two** more words from the poem that show that the frog was frightened.

1. \_\_\_\_\_

2. \_\_\_\_\_

1 mark

24

What is the main message of the poem?

Tick **one**.

People can learn a lot from holding small creatures.

People should think about how their actions affect others.

People are much bigger than frogs and snails.

People should overcome their fear of nature.

1 mark

Poetry appears regularly in the test paper. Children are asked to describe the effect of certain word choices and comment on the poem's meaning.

The last text in the paper is usually the most demanding. At this stage, there may also be more inference based questions – the answers may be implied rather than stated in an obvious way.

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

## The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.

33

Look at the paragraph beginning: *I had the same feeling of mystery and danger around us.*

Find and copy four different words from the rest of the paragraph that suggest danger.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2 marks

34

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Lord John saw the dinosaur tracks first.	<input type="checkbox"/>	<input type="checkbox"/>
Professor Summerlee has faked the evidence.	<input type="checkbox"/>	<input type="checkbox"/>
Professor Challenger worries that people won't believe them.	<input type="checkbox"/>	<input type="checkbox"/>
They are all frightened of the iguanodons.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

"Who's to blame them? For this will seem a dream to ourselves in a month or two," said Lord John. "What were they?"

"Iguanodons," said Summerlee. "England was once alive with them when there was plenty of good lush green-stuff to keep them going."

"I don't know what anyone else thinks, but this place makes me feel very uneasy..." said Lord John.

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

29

The iguanodonts are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodonts in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

<hr/> <hr/> <hr/>
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Others will require the children to deduce answers by using words or phrases as evidence.

# Reading Test Preparation

## What can you do to support your child?

- Encourage your child to read daily
- Encourage your child to read texts from a range of genres
- Talk to your child about the book that they are reading. Would they recommend it? Why? Who is the author? Have they read any other books by the same author?
- Encourage your child to make notes of words they don't understand
- Encourage your child to keep lists of exciting vocabulary they find in their reading book

# Reading Test Preparation

What are we doing in class to support your child?

- Providing tasks to complete in set time limit
- Providing tasks and asking questions that cover a variety of comprehension skills
- Encouraging children to read a range of genres
- Encouraging children to read regularly
- Guided read sessions that model skills for answering questions well

# **SPAG (GPS) Test**



Paper 1- Punctuation and  
Grammar Test (45 min- 50 marks)

Paper 2-Spelling test (20 marks)

# English Grammar, Punctuation and Spelling Test Preparation

What can you do to support your child?

- Encourage child to complete spelling and grammar homework on time
- Practise spellings with children
- Encourage children to attempt spellings of unfamiliar words
- When reading with your child ask them to find different words e.g. Nouns, adjectives, prepositions etc
- Encourage your child to speak using grammatically correct language.

# English Grammar, Punctuation and Spelling Test Preparation

What are we doing in class to support your child?

- Regular spelling, grammar and punctuation practice
- Encouraging children to speak using grammatically correct language
- Encouraging children to use a range of punctuation in writing
- Encouraging children to attempt to spell unfamiliar words
- Revision sessions in groups of 6

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

---

1 mark

2

Which **pair of verbs** correctly completes the sentence below?

Pluto \_\_\_\_\_ now called a dwarf planet, but once it \_\_\_\_\_ classified as a planet.

Tick **one**.

was

is

was

was

is

is

is

was

1 mark

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

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

8

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

Tick **one**.

Next week, I'll ask about joining the library

Please ask the librarian if you need any help

I asked for a joke book, but there were none

This is the book you asked for, isn't it

---

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

21

Write a sentence using the word cover as a **noun**.  
Remember to punctuate your answer correctly.

---

1 mark

Write a sentence using the word cover as a **verb**.  
Remember to punctuate your answer correctly.

---

1 mark

30

Tick to show which sentence uses the **past progressive**.

Tick **one**.

After Ali finished his homework, he went out to play.

Gemma was doing her science homework.

Jamie learnt his spellings every night.

Anna found her history homework difficult.

---

1 mark

**34**

Tick one box in each row to show whether the underlined word is an **adjective** or an **adverb**.

Sentence	Adjective	Adverb
It is a <u>direct</u> flight to Spain.		
I hate arriving <u>late</u> .		
The door opened <u>wide</u> .		
That is the <u>wrong</u> spelling.		

---

1 mark

Tick one box in each row to show whether the word after is used as a **subordinating conjunction** or as a **preposition**.

Sentence	<u>after</u> used as a subordinating conjunction	<u>after</u> used as a preposition
He moved here <u>after</u> the end of the war.		
Entry is free <u>after</u> 5pm in the evening.		
I went to the cinema <u>after</u> I had eaten my dinner.		

35

Explain how the use of **commas** changes the meaning in the two sentences.

Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.

---

---

---

1 mark

27

Which sentence is written in the **active voice**?

Tick **one**.

The book was returned to the library yesterday.

The assembly was held in the hall.

The bad weather led to the cancellation.

The floods were caused by the heavy rain.

---

1 mark



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

**Any questions?**