

Year 6

SATs Meeting



Aims of this meeting

- To share with you key information about the Year 6 SATs.
- To give you the opportunity to ask any questions you may have.
- To share some websites and ways that you can help your child prepare for the exams.

What are SATs?

- SATs are Standard Assessment Tests. These are taken by all Year 6 children.
- The tests will take place from Monday 11th May to Thursday 14th May 2020.
- The tests will give the children a scaled score in Grammar, Punctuation and Spelling (GAPS), Reading and Maths.
- The children do not sit a writing test. Instead, levels are given by their class teacher based on a portfolio of evidence collected throughout the year.
- Children no longer have to sit a science test.

The SATs Timetable

Date	Activity
Monday 11 th May	English grammar, punctuation and spelling test – papers 1 and 2
Tuesday 12 th May	English Reading
Wednesday 13 th May	Mathematics papers 1 and 2
Thursday 14 th May	Mathematics paper 3

Scaled Scores

- The SATs show us what pupils can do independently and the children will be given a standardised scale score. These scores range from 80 to 120.
- It is expected that the average Year 6 child will score 100.
- We set individual targets based on what the children achieved in their Year 2 SATs. For some children, achieving 100 will be a real success. For others we will be expecting them to achieve well over 100.
- All children sit the same test. Within the tests there will be questions aimed at those children working at greater depth.

The GAPS Test

- The GAPS test is made up of 2 components, worth a total of 70 marks:
 1. A booklet of short-answer questions (50 marks)
 2. A spelling task (20 marks)
- The short-answer questions consists of between 40 and 50 questions assessing grammar, punctuation and vocabulary. Each question is worth 1 or 2 marks with a total for the paper of 50 marks. The questions may include multiple choice, circling/underlining key words or a require a short response from the child.
- The spelling task consists of 20 sentences which are read aloud by the test administrator. Each sentence has a word missing which the pupil must complete. The task is worth a total of 20 marks.

The GAPS Test

7

Circle the correct word in each box to complete the sentences in **Standard English**.

Pass me

them
those

 cartons, please.

You sang that song very

good.
well.

We always

did
done

 our homework on time.

1 mark

8

Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music _____ was played last night.

1 mark

The Reading Test

- The reading booklet usually contains 3 texts. The least demanding text comes first with the following texts increasing in level of difficulty. Pupils have one hour to read the texts and complete the questions at their own pace.
- The reading answer booklet consists of approximately 35 to 40 questions (totalling 50 marks). There are different types of questions:
 - shorter, closed response items (such as multiple choice and matching questions)
 - Shorter, open response items
 - longer, open response items that require children to explain and comment on the texts in order to demonstrate a full understanding.

This is an extract from an adventure story set in a different world. Micah, who earns money by finding things and selling them, goes to visit his 13-year-old friend, Piper.

Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box – Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full to bursting with pink blossoms that hung over her like a veil.

Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the paint had cracked and faded, but those were hardly noticeable. Overall, it was an incredible piece. Micah had been lucky to find it.

'But she won't sing?' Piper lifted the lid to get a look at the musical components. She'd seen contraptions like these before. A series of pins arranged on a metal cylinder struck the teeth of a steel comb while the cylinder turned, making the tinkling notes of a song. She'd heard this type of music and had always thought the sound was a little annoying. 'Did you clean the inside after you dug it out of the crater?'

'Course I did.' The boy was indignant. 'You think I'm stupid?'

Piper glanced up from the box and raised an eyebrow.

'Ha-ha. You watch – the coin I get from that thing will feed my family and me for a month. She'll look smart in one of those fancy mansions in Ardra. Don't you think she will, Piper?' His excitement faltered, and he looked at her anxiously.

'Yeah, it'll look smart. Just make sure you find a buyer with a stiff hip at the market,' Piper said. 'They're the ones who'll be looking for these kinds of pretties.' She felt the cylinder and its tiny pins. Micah had done a decent job cleaning it, but flecks of dirt still caked the comb, and something was keeping the cylinder from turning. She heard the soft, strangled notes of a song trying to play.

31 Look at page 9.

Why has Micah come to Piper's house on the night of the storm?

1 mark

32 What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

3 marks

The Maths Test

- The mathematics test consists of:
 - Paper 1 – Arithmetic lasting 30 minutes.
 - Paper 2 – Reasoning lasting 40 minutes
 - Paper 3 – Reasoning lasting 40 minutes
- Pupils marks from all 3 tests will be added together to calculate their overall mathematics score.
- Pupils are allowed to ask for the questions to be read to them. They can use the following equipment in the test:
 - a ruler (showing centimetres and millimetres)
 - a protractor
 - a mirror

10

$91 \div 7 =$

1 mark

26

$1\frac{1}{5} + 2\frac{1}{10} =$

1 mark

11

$\boxed{} = 87 - 65$

1 mark

27

$35\% \text{ of } 320 =$

1 mark

12

$602 - \boxed{} = 594$

1 mark

28

$\frac{8}{9} - \frac{1}{4} =$

1 mark

1

In this grid, there are four multiplications.

Write the **three** missing numbers.

4	×	8	=	
×		×		
3	×		=	21
=		=		
		56		

1 mark

2

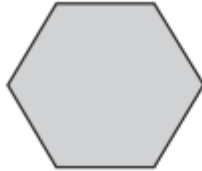
What number is 1,000 **less** than 9,072?

1 mark

17

These two shapes have the **same** perimeter.

regular hexagon



square

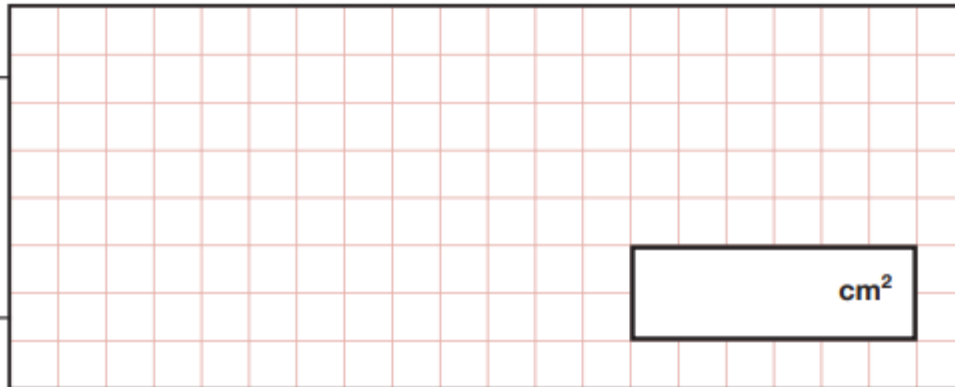


Not actual size

The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.

Show
your
method



2 marks



Kirsty says,

When you double the size of an acute angle,
you always get an obtuse angle.

Explain why Kirsty is **not** correct.

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

Expectations

- It is really important that your child is in school during SATs week
- We provide a breakfast during SATs week. This ensures that children are in school on time and are calm and ready for the tests.
- Your child will take their exams in their classrooms. Displays that may help will be covered over.
- Some children may sit their exams in small groups to help them feel supported and secure.



SATs Results

- The children's SATs papers are marked externally. We normally get the results back at the beginning of July.
- The results will be shared with the children and then you will get your child's end of year report with the SATs scores.

What we are doing in school to prepare your child for SATs

- High quality teaching
- Maths groups – smaller classes and targeted support given
- Cross curricular links – children are writing in all areas of the curriculum and are using rich texts
- Children are aware strengths and of their next steps
- Mock assessment weeks
- After school booster group with Ms Taylor
- Afternoon groups in school for GAPs, Comprehension and Maths
- CGP 10 minute test books
- Same day intervention to address gaps and misconceptions with Mrs Knowles and Mrs Mitchell
- Lots of reassurance and encouragement

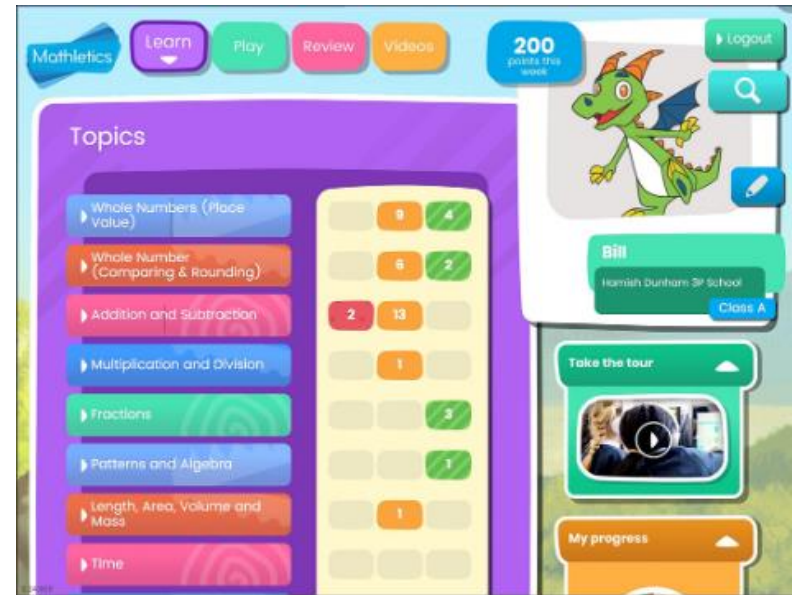
How you can help your child

- Make sure your child attends school!
- Listen to and encourage your child to read daily (fiction and non fiction texts)
- Discuss the texts they are reading to ensure they have understood the content
- Test the children on their times tables and basic maths skills. These maths facts will help speed up their mental calculations
- Help your child learn their weekly spellings
- Make sure your child has somewhere quiet to do complete their homework
- Send your child to the after school booster group on a Thursday
- Give lots of reassurance and encouragement.

Useful Websites



www.purplemash.com



<https://login.mathletics.com/>

Useful Websites

www.bbc.co.uk/bitesize/ks2/

The image shows a screenshot of the BBC Bitesize KS2 website. At the top, there is a navigation bar with the BBC logo and links for News, Sport, Weather, iPlayer, TV, Radio, and More... A search bar is located on the right side of this bar. Below the navigation bar, the main header features the text "KS2 Bitesize" in a large, stylized font. The background is light blue with bubbles and cartoon fish. On the left side, there is a vertical menu with icons and labels for Home, English, Maths, and Science. Below this menu is a "More Bitesize" link and the CBBC logo. The main content area is divided into three large, rounded rectangular buttons labeled "English", "Maths", and "Science". Each button contains a cartoon fish character interacting with a book, a calculator, and a beaker, respectively. Below these buttons is a yellow banner with the text "Find an activity here". Underneath this banner is a horizontal scrollable carousel of activity thumbnails. The visible thumbnails are: "Spelling" (with a character and the word "Foxes"), "Microorganisms" (with a character and the word "Mina"), "Angles" (with a character and the number "180°"), "Story Planning" (with the word "Trapped!"), and "Light" (with a character and the word "Sja").

Useful Websites

<https://parkside.herts.sch.uk>



[Home](#) [About Us](#) [Key Information](#) [Class Pages](#) [Parents](#) [Latest News](#) [Social Wall](#) [Gallery](#) [Contact](#) [Q](#)

[Nursery](#)

[Reception](#)

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[Year 6](#)

Year 6 Cherry

Welcome to Year 6 Cherry Class. Your class teacher will be Miss Wood and your Teaching Assistant will be Mrs Knowles.

Our topics for this term can be found by clicking on the link: <https://parkside.herts.sch.uk/wp-content/uploads/2019/08/Overview-Yr-1-6-2.pdf>

Please click on the link for more information about the secondary school transfer process: [Secondary Transfer Meeting 2019](#)

[Year 6 Class Letter](#)

[hertswood open evening](#)

[Autumn 1 Homework Year 6](#)

[children_s_reading_book_list_ks2_y6_\(10-11yrs\)](#)

[ks2-ultimate-3-in-1-organiser-2017-maths-sats](#)

Please click on the link to take you to the slides that were used at the parents/carers meeting about School Journey

[SCHOOL JOURNEY PARENTS 2019](#)

[100-Books-To-Try-And-Read-Before-You-Leave-Year-6](#)

[Fractions Help](#)

[MATHS-REVISION-NOTES](#)

[SPaG-booklet](#)

ks2-ultimate-3-in-1-organiser-2017-maths-sats.pdf

PRIMES, SQUARES 05	FRACTIONS 06	% EQUIVALENCE 07	FRACTIONS 08
FRACTIONS OF SHAPES 09	× and ÷ by 10, 100, 1000 10	MAGIC ZERO MULTIPLICATIO N 11	MULTIPLYING + MULTIPLES 12
NEGATIVE NUMBERS 13	PERCENTAGE 14	PLACE VALUE 15	ROUNDING 16
ALGEBRA + UNKNOWN	COMPARING	COINS	EXPLAIN BY COUNTER-

13

Here are four fraction cards.



$$\frac{3}{4}$$

$$\frac{5}{8}$$

$$\frac{6}{12}$$

$$\frac{7}{16}$$

Use any **three** of the cards to make this correct.

$$\boxed{} < \boxed{} < \boxed{}$$

Useful Websites

SATs-Papers.co.uk



Home	KS1 SATs Papers	KS2 SATs Papers	Level 6 SATs Papers	KS3 SATs Papers	Optional SATs	11+ Papers	Phonics Screening Test
Home > 2019 SATs Papers							

2019 SATs

In 2019, SATs tests were given to children in Year 2 (KS1 SATs) and Year 6 (KS2 SATs).





2019 KS1 SATs

2019 KS2 SATs

2019 KS2 SATs

English Reading

The 2019 KS2 English Reading paper was 60 minutes long and contained three separate texts. These were 'The Park', 'Fact Sheet: About Bumblebees' and 'Music Box'. The paper was out of 50 marks.

Year	Reading Booklet	Reading Answer Booklet	Marking Scheme (Answers)	Scaled Scores / Levels
2019	 The Park Fact Sheet: About Bumblebees Music Box			

ANY QUESTIONS?