



# Tea and Talk

## Key Stage 2 SATs

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ACADEMY

# What are the SATs?

Standard Assessment Tests

Tests for reading, maths, grammar punctuation and spelling

Writing portfolio (moderated)



**Achievement** ★ **Belonging** ★ **Confidence** ★ **Determination** ★ **Excellence**

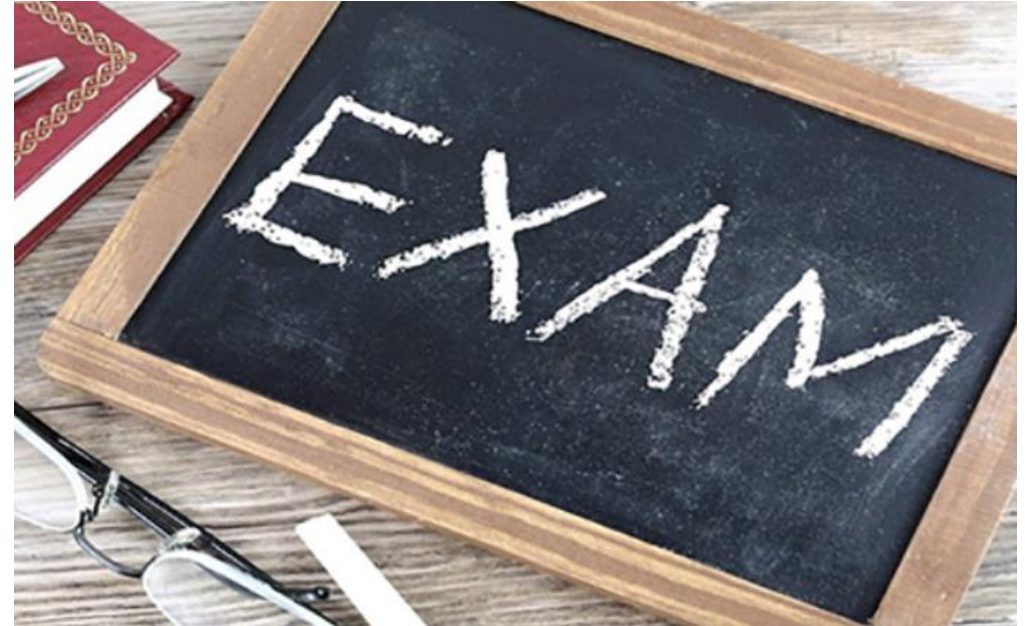
# SATs week

- MONDAY 9<sup>th</sup> May
    - Punctuation, Vocabulary and Grammar (45 minutes)
    - Spelling (approximately 15 minutes)
  - TUESDAY 10<sup>th</sup> May
    - Reading (1 hour)
  - WEDNESDAY 11<sup>th</sup> May
    - Maths - Paper 1: Arithmetic (30 minutes)
    - Maths - Paper 2: Reasoning (40 minutes)
  - THURSDAY 12<sup>th</sup> May
    - Maths - Paper 3: Reasoning (40 minutes)
- If your child is absent, they can take them up to 5 school days later



# SATs week

- The tests will take place during normal school hours, under exam conditions
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected after the test has ended
- Afterwards, the completed papers are sent away to be marked externally
- The children's results are sent back to school at some point in July and will be reported to parents and carers along with school reports



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# What sort of results are reported?

- o A raw score (the total number of marks achieved for each paper)
- o A scaled score (which is explained below)
- o A judgement of whether the National Standard has been met.

External markers convert the raw score into a scaled score between 80 and 120.

100+ is meeting the national standard  
110+ is working above the national standard (greater depth).



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# Grammar, punctuation and spelling

- Paper 1 is the longer paper lasts 45 minutes
- Paper 2 is spelling only –fill in a blank within a sentence



# Multiple choice:

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

Tick one.

What I wanted had already sold out

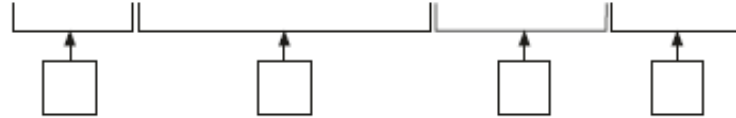
Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

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.



# Completing sentences:

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.

# Writing sentences:

38 Write a sentence using the word point as a **verb**.  
Do not change the word.  
Remember to punctuate your sentence correctly.

1 mark

Write a sentence using the word point as a **noun**.  
Do not change the word.  
Remember to punctuate your sentence correctly.

1 mark

15

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates <b>certainty</b>	Modal verb indicates <b>possibility</b>
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		





# Reading paper

60 minutes, including reading the texts and answering questions.  
3 different texts: non-fiction, fiction and/or poetry.

Content Domains:

- 2a) give/explain the meaning of words in context;
- 2b) retrieve and record information/identify key details from fiction and non-fiction;
- 2c) summarise main ideas from more than one paragraph;
- 2d) make inferences from the text/explain and justify inferences with evidence from the text;
- 2e) predict what might happen from details stated and implied;
- 2f) identify/explain how information/content is related and contributes to meaning as a whole;
- 2g) identify/explain how meaning is enhanced through choice of words and phrases;
- 2h) make comparisons within the text.



# Reading at home

Since 2016, there has been an emphasis on 3 types of content domain / questions.

In 2019:

20% of marks: give/explain the meaning of words in context

25% of marks: retrieve/record information or details from the texts

40% of marks: make inferences from a text, justifying with evidence

When reading with your child at home, ask questions like:

- Which word/group of words means/suggests <provide word – e.g. annoyed>
- True or false <provide fact – e.g. the French authorities make it illegal for people to swim from France to England?>
- What impression do you have of <insert character>?



**15** (a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

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

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

2 marks

**5** ...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

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

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

2 marks

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

	True	False
Two families fought for the throne.		
Maria's family symbol was the lion.		
The monument was for a prince.		
It was hot on the island.		

1 mark

**Questions 1–11 are about *The Lost Queen* (pages 4–5)**

**1** Look at the paragraph beginning: *Glancing nervously...*

**Find** and **copy one** word meaning relatives from long ago.

\_\_\_\_\_

1 mark



# Maths - arithmetic

30 minutes, 40 marks.

Content:

The four operations (division, multiplication, addition, subtraction and mixed operation calculations requiring BIDMAS)

Number properties

Percentages of amounts

Calculations using decimals

Calculations using fractions



# Sample questions

<b>14</b>	$3.005 + 6.12 =$	
		<input type="text"/>
		<input type="checkbox"/> 1 mark

<b>32</b>	$431118$	
Show your method		<input type="text"/>
		<input type="checkbox"/> 2 marks

<b>4</b>	$\begin{array}{r} 2376 \\ \times 15 \\ \hline \end{array}$	
Show your method		<input type="text"/>
		<input type="checkbox"/> 2 marks

<b>2</b>	$1\frac{1}{7} - \frac{3}{7} =$	
		<input type="text"/>
		<input type="checkbox"/> 1 mark





# Reasoning papers

40 minutes, 35 marks.

Requires children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

Content:

Number and place value (including Roman Numerals)

Addition, subtraction, multiplication and division calculations

Geometry: properties of shapes; position and direction

Statistics

Measurement including length, perimeter, mass (weight), volume, time and money

Algebra

Ratio and proportion

Fractions, decimals and percentages.

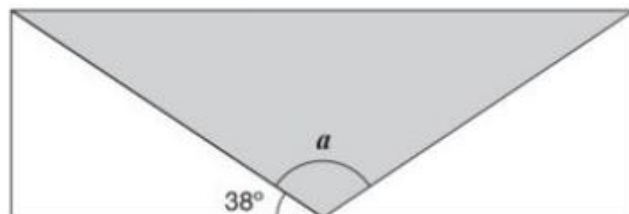
The questions get harder throughout the paper.

It is not unusual for a child to be unable to complete the entire paper in time.



15

A shaded **isosceles** triangle is drawn inside a rectangle.



Not to scale

Calculate the size of angle  $a$ .

Show your method

$38 \times 2 = 76$   
 $180 - 76 = 104$   
 $a$  is  $104^\circ$

2 marks

9

6 pencils cost **£1.68**



3 pencils and 1 rubber cost **£1.09**



What is the cost of 1 rubber?

Show your method

Blank grid for showing the method to find the cost of 1 rubber.

2 marks



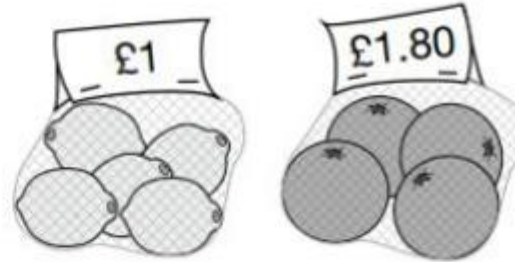


# Sample questions

10

A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80



How much **more** does one orange cost than one lemon?

Show  
your  
method

$$100 \div 5 = 20 \text{ p}$$

$$180 \div 4 = 45 \text{ p}$$

$$45 \text{ p} - 20 \text{ p} = 25 \text{ p}$$

$$25 \text{ p} / \text{£}0.25$$

2 marks



# Writing

Working at the expected standard										
Criteria:	A	B	C	D	E	F	G	H	I	J
• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)										
• in narratives, describe settings, characters and atmosphere										
• integrate dialogue in narratives to convey character and advance the action										
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately - using <b>contracted forms</b> in dialogues in narrative										
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately - using <b>passive verbs</b> to affect how information is presented										
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately - using <b>modal verbs</b> to suggest degrees of possibility										
• In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings and bullet points)										
• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs										
• use verb tenses consistently and correctly throughout their writing										
• use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)										
• spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary										
• <b>maintain</b> legibility in joined handwriting when writing at speed.										
Working at greater depth										
Criteria:	A	B	C	D	E	F	G	H	I	J
• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)										
• distinguish between the language of speech and writing and choose the appropriate register										
• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this										
• <b>use</b> the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes,										





## New Curriculum Spelling List Years 3 and 4



accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

# Spelling lists

# New Curriculum Spelling List Years 5 and 6

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition

conscience  
conscious  
controversy  
convenience  
correspond  
criticise  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment  
equip  
equipped  
equipment  
especially  
exaggerate  
excellent

existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass  
hindrance  
identity  
immediate  
immediately  
individual  
interfere  
interrupt  
language  
leisure  
lightning  
marvellous  
mischievous

muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament  
persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant  
restaurant  
rhyme

rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere  
sincerely  
soldier  
stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht

# How can I help my child at home?

## **Do!**

Be positive - as much encouragement and support as possible  
Direct any questions or concerns you have about SATs to us  
Encourage your child to talk to us or another adult they trust if they express persisting anxieties about SATs - though a small amount of anxiety is normal.  
If your child is unwilling to talk to us, talk to them yourself

## **Don't!**

Use past papers  
If your child has a teacher, insist they avoid them too



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# Advice for Year 6 children

- Listen to what we say
- We are both cheering you on and want you to do your best
- Make sure you get plenty of sleep and stay well fed – sleep and food help keep the brain moving
- Read the questions carefully. This can help to avoid any mistakes.
- Don't worry if there's something you can't answer. Take a deep breath! You can always move on and go back later but it's better to write something rather than nothing
- Keep in mind year 6 SATs are just one week of your entire life!



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# Questions

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