

Year 6 SATS Meeting
Tuesday 24th January 2023 5:30pm

Welcome!



reflective articulate creative
enthusiastic Confident co-operative
secure knowledgeable listener optimistic active capable
happy courageous healthy independent
inventive understanding responsible inquisitive team-player
player respectful adaptable determined resilient
self-assured imaginative sociable Motivated team practical
honest resourceful empathetic positive

Why take SATs?

- Key Stage 2 National Curriculum Tests (Standard Assessment Tasks)
- To assess their skills, knowledge and understanding in Maths and English at the end of KS2
- Marked externally and the results sent back to school in July

What are the results used for?

Results are given to secondary schools for transfer purposes and the Government uses the data to track school trends:

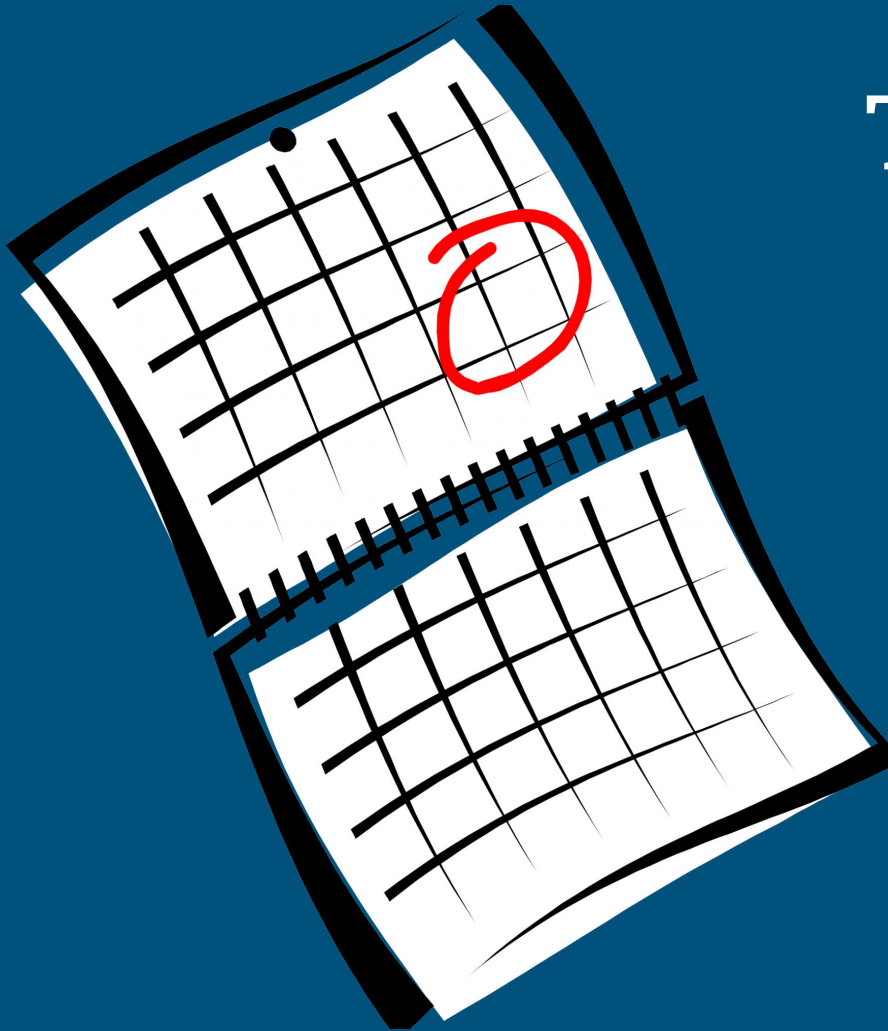
- To assess the progress children have made in their learning since they were 7 years old
- To enable a comparison between schools against a benchmark figure

Ultimately, our aim is to get our children ready for secondary school education and life skills – not just to pass a test!

What is my child expected to achieve?

- Children will be given one of two judgements: achieved age related expectations or not achieved age related expectations.
- They are also given a standardised score using 100 as “achieving age-related expectations”
- The age related expectations are as stated in the National Curriculum

When are the SATs?



Tuesday 9th May

—

Friday 12th May

2023

Format of test week:

English (3 papers)

1. **Reading Comprehension** – contains 3 texts.
Children have 1 hour to read texts and complete questions about the texts.
2. **Punctuation and Grammar** – 46 questions in 45 minutes
3. **Spelling** (score is added to Grammar Test score)
20 words - can include words from the Year 5/6 list *which is saved on the Year 6 Google Classroom.*

Fact Sheet: About Bumblebees

At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.

Save our bees

Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.

At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.



What's so different about the bumblebee?

To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

Don't 'bee' confused

Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

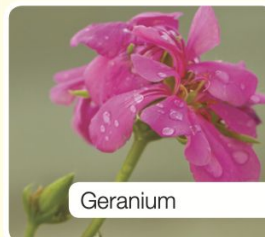
Did you know that bumblebees have smelly feet?

Well they do and they're quite useful! After feeding, they leave a scent on the flower which lets other bumblebees know to avoid wasting energy landing – the flower will contain very little nectar or pollen.

Things you can do to help

Bumblebees help pollinate plants in more than one million acres of British gardens and the flowers they find can be a lifeline for them. No matter how small your garden, you can help to save the sound of summer by providing lots of bee-friendly flowers throughout the year. By 'bee-friendly' we mean flowers that are rich in pollen and nectar. Many ornamental plants that are commonly found in British gardens, such as pansies and begonias, are of no value to wildlife. These decorative and colourful flowers often produce little pollen or nectar. However, there are hundreds of beautiful flowers that do offer these rewards, including foxgloves, lavender, geraniums, herbs and wild roses that you can add to your garden.

Why not try planting these?



Geranium



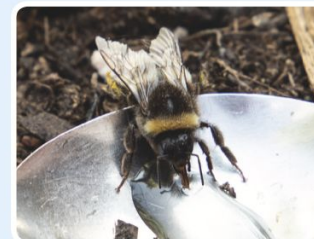
Lavender



Wild rose

Energy drink for bees

If you find a stranded or sleepy bumblebee, you can help to boost its energy levels with a simple sugar and water mix. Mix equal parts white sugar and warm water then pour into a small container or sponge. Place both the bee and the artificial nectar near to some flowers.



Act now

You can also help by supporting our work to conserve bumblebee habitats and raise public awareness. There are various ways to show your support including volunteering, fundraising and becoming a member of the Bumblebee Conservation Trust. For more information on all of the above, including access to our Bee Kind gardening web page, visit: www.bumblebeeconservation.org

15

Look at the section headed: **Save our bees.**

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
The Bumblebee Conservation Trust is worried about bees.	
The leaflet makes readers feel hopeful for bumblebees.	

2 marks

19

In what way is *buzz pollination* more useful than other forms of pollination?

1 mark

21

Look at the section headed: **Things you can do to help.**

Find and **copy one** word that shows how essential flowers are to bees.

1 mark

27

Bumblebees are very important to the human race.

Give **two** ways they are important.

1. _____

2. _____

2 marks

Grammar Paper questions:

3

Tick one box in each row to show whether the sentence is a **question** or a **command**.

Sentence	Question	Command
Do your stretches before you exercise		
Do you prefer tennis or cricket		
Do the boys always go running in the morning		
Do take some water with you to football practice		

1 mark

8

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

Everyone loved the music _____ was played last night.

1 mark

10

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

Frank would like to go to Cornwall next summer he might also visit France in the spring.

1 mark

42

Which sentence uses the **passive**?

Tick **one**.

The school proposed building a new playground.

☐

The issue was discussed at a council meeting.

☐

The council voted in favour of the proposal.

☐

They started building the new playground last week.

☐

1 mark

Format of test week:

Maths - 3 papers

1. **Paper 1:** 36 arithmetic questions done in 30 minutes
– can include times tables, long and short \times and \div , column $+$ and $-$, decimals, %, fractions ($+$, $-$, \times , \div)
2. **Papers 2 and 3:** both Reasoning Papers each 20 questions and done in 40 minutes – can include word problems, graphs and charts, ratio/proportions, shape, algebra, angles, Roman Numerals, measures, factors/multiples, money, %, fractions, missing number problems etc.

Topics covered throughout the year:

YEAR 6

Year	Number and place value	Addition, subtraction, multiplication and division and algebra	Fractions	Ratio and proportion	Measurement	Geometry	Geometry	Statistics
						Properties of shape	Position and direction	
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> read, write, order and compare numbers up to 10 000 000 and determine the value of each digit round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context perform mental calculations, including with mixed operations and large numbers. identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the four operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. <p>Algebra</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy number sentences involving two unknowns enumerate all possibilities of combinations of two variables. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions >1 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$) divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$) associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$) identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places multiply one-digit numbers with up to two decimal places by whole numbers use written division methods in cases where the answer has up to two decimal places solve problems which require answers to be rounded to specified degrees of accuracy recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places convert between miles and kilometres recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average.

Paper 1 questions:

18

$$20\% \text{ of } 3,000 =$$

☐

1 mark

6

$$5.87 + 3.123 =$$

☐

1 mark

25

$$37 \overline{) 888}$$

Show
your
method

☐

2 marks

10

$$91 \div 7 =$$

☐

1 mark

24

$$\frac{1}{5} + \frac{3}{4} =$$

☐

1 mark

12

$$602 - \boxed{} = 594$$

☐

1 mark

Paper 2 and 3 questions:

1 In this grid, there are four multiplications.

Write the **three** missing numbers.

4	x	8	=	
x		x		
3	x		=	21
=		=		
		56		

1 mark

9 Jack chose a number.

He multiplied the number by 7

Then he added 85

His answer was 953

What number did Jack choose?

Show
your
method

2 marks

19 A machine pours 250 millilitres of juice every 4 seconds.

How many **litres** of juice does the machine pour every **minute**?

Show
your
method

2 marks

15

Amina asked 60 children to choose their favourite flavour of jelly.

These were her results.

Flavour	Number of children
Raspberry	12
Lemon	8
Orange	15
Blackcurrant	25
Total	60

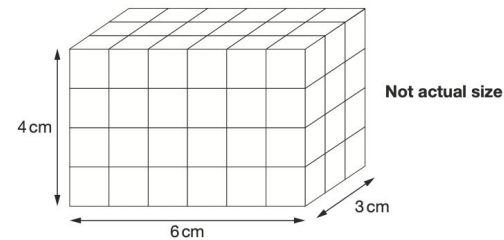
What **percentage** of the 60 children chose orange?

%

1 mark

23

Amina made this cuboid using centimetre cubes.



Stefan makes a cuboid that is 5 cm longer, 5 cm taller and 5 cm wider than Amina's cuboid.

What is the **difference** between the number of cubes in Amina's and Stefan's cuboids?

Show
your
method

2 marks

What about writing?

Writing is assessed by the teacher from the children's written work across a range of subjects, including science and topic work, it is evidence based rather than tested.

There are objectives that the children be assessed against over a range of pieces ...



Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Working at the expected standard

The pupil can:

- 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 (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- 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 key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- 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 writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

We collect a range of evidence of different forms of writing across the year, assessing against each of the objectives:

End-of-key stage 2 statutory assessment – working at the expected standard							
Name: Morgan	A	B	C	D	E	F	Collection
The pupil can:	Short story	Recount	Letter	Short story	Balanced argument	Science investigation	
• 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	✓	n/a	n/a	✓	n/a	n/a	✓
• integrate dialogue in narratives to convey character and advance the action	✓	n/a	n/a	✓	n/a	n/a	✓
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	✓	✓	✓	✓	✓		✓
• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs	✓	✓	✓	✓	✓	✓	✓
• use verb tenses consistently and correctly throughout their writing	✓	✓	✓	✓	✓		✓

End-of-key stage 2 statutory assessment – working at the expected standard							
Name: Morgan	A	B	C	D	E	F	Collection
The pupil can:	Short story	Recount	Letter	Short story	Balanced argument	Science investigation	
• use the range of punctuation taught at key stage 2 mostly accurately (e.g. inverted commas and other punctuation to indicate direct speech)	✓	✓	✓	✓	✓	✓	✓
• spell correctly most words from the year 5/year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	✓	✓	✓	✓	✓	✓	✓
• maintain legibility in handwriting when writing at speed	✓	✓	✓	✓	✓	✓	✓

The following piece of writing is an example of what the expected standard looks like as provided by the DfE.

Piece E: Balanced argument

Pupils researched the topic of graffiti and explored different, often conflicting, views. They debated and wrote about the topic in various ways. Having learnt about the features of argument, they then wrote this piece to present their views to the local council.

Should Graffiti be made legal?

Some people ^{argue} ~~say~~ that graffiti symbolises a declined neighborhood. Others ~~say~~ while other people believe it is an ~~expressive~~ ^{reasonable} piece of art, but ~~constantly~~ continuously both of these opinions are being judged. There is no doubt that this is a raging argument that no is in desperate need of solving.

It is a fact that some graffiti can be considered a work of art yet, on the other hand, some can be spiteful and rude. Consequently, graffiti is mostly on places it shouldn't be on, however there are allocated places for graffiti, so artists can be recognised without getting into trouble.

No one can deny that ^{some} graffiti is offensive and quite scary but if perpetrators get caught writing rude and offensive things then they will be compelled to clean the vandalism off and as well as ~~over~~ get a fine or community service. Some people say it is a bad influence for younger children but, on the contrary, children can be informed that it's graffiti vandalism is against the law and ^{can} be brought up in a kind but firm way to be against bad graffiti offensive material.

To conclude my balanced argument, clearly the art version of graffiti is clearly misunderstood unlike ^{think} unsightly vandalism which, if the artists are caught, ^{they} they should get severely punished. I hope you have formed a clearer view on the matter.

How are we helping the children to prepare?

- Revision of key topics/skills in daily teaching and extra interventions
- Detailed analysis of ongoing assessments to identify and address individual gaps in knowledge
- Use of sample test papers
- Provision of Study Guide revision books (to be uploaded onto Google Classroom in the next couple of weeks). These will be referred to in the children's home learning.
- Education city home learning – revision and consolidation

What should you do with the revision books?

- The children should aim to do 20 to 30 minutes of SATs preparation, 2 or 3 times a week – some children record notes
- Some will want to do more, but please discourage “SATs mania” and excessive stress. They already work hard at school
- Teachers are available to help with specific areas of concern during enhancement time

What should you do with the revision books?

- Take them home and teachers will refer to pages to be looked at in advance of lessons or as consolidation – appropriate page numbers will be identified on Google Classroom
- Please return these books after the SATs (they are numbered and will be allocated to each child – to be given out over next week or so)

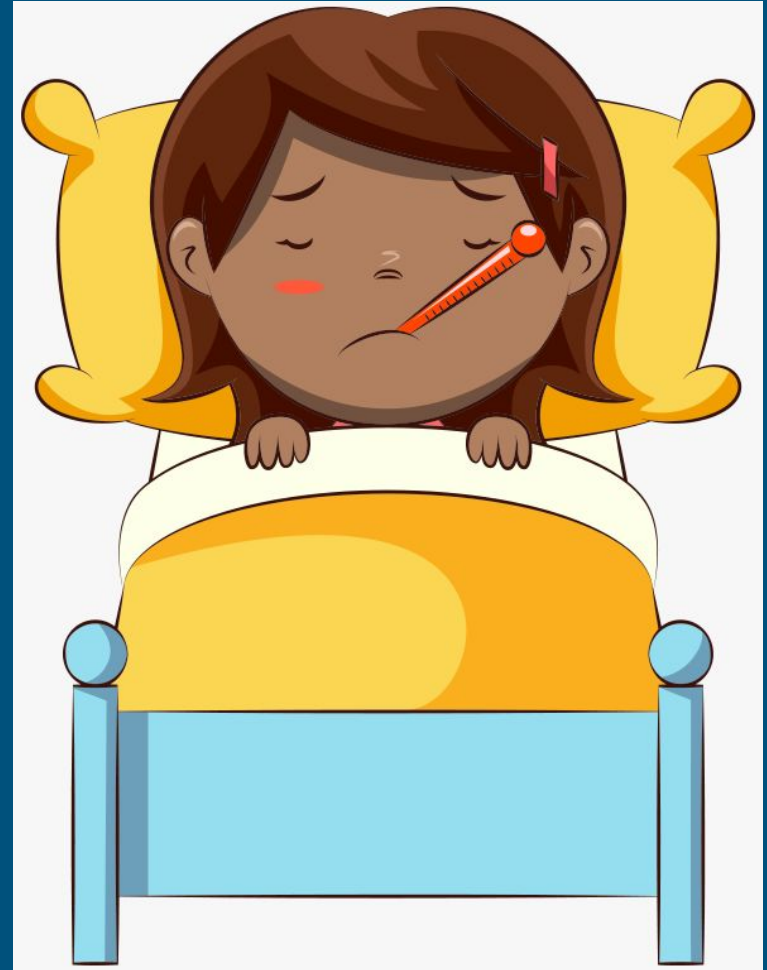
Home Learning

- **Education City:** Continue weekly tasks in English and Maths (set on Wednesday, due back Monday)
- **Spellings:** As well as completing the spelling tasks on Education City or Nessy, children are expected to learn the 12 key words identified each week.
- **Study Guide Revision books:** pages linked to class work
- **Revision books (SATs KS2):** spelling, grammar, maths, reading – all very useful if you want workbook style to write in with sample questions to work through



What happens if my child is ill during SATs week?

- They stay tucked up in bed until they are better!
- If they recover within 5 school days of the test they miss, they can take it when they return
- If they take longer to recover they will be given no SATs level for any subject they miss, but they will still be given a teacher assessment for that test



Additional support for test week

- Being in a smaller group in a different room
- Broken arms will receive a scribe
- A number of children will receive adult support as is normal classroom practice and some may also receive 25% additional time
- Children with Special Educational Needs will have special arrangements which will be discussed with parents nearer the time
- In the Grammar and Maths papers, the questions may be read on a one-to-one basis

Don't worry, we keep it as low key as possible, and the children generally look forward to the week.

We start each day with some breakfast and a little bit of physical exercise.



We have bacon butties (or veggie) on the last day and a few sweets each day!

We would appreciate that parents avoid the offer of big rewards for 'great SATs results' - it just adds to the stress!



Any
questions ...

