

Year 6 SATs/Camp Information Evening

Welcome!



What are SATs?

KS2 SATs are taken by pupils in Year 6 as part of the National Curriculum assessment programme.

Children undertake KS2 SATs papers in two core subjects: English and Maths.

Why do we do SATs?

- Results are used with teacher assessment to gain a broader picture of your child's attainment and progress at end of KS2.
- Secondary schools use the results to help inform them when grouping children, alongside their own testing.
- SATs are a way of measuring school performance.

When are the SATs?

The dates for the 2025 SATs are 12th – 15th May.

The timetable is:

Monday 12th May – Spelling and Grammar
(2 papers)

Tuesday 13th May – Reading

Wednesday 14th May – Maths paper 1 and 2

Thursday 15th May – Maths 3

The Tests

SPaG : (Spelling, Punctuation and Grammar)

Test 1:

- 45 minute test
- 50 questions
- demonstrate knowledge of punctuation and grammar
- demonstrate ability to apply grammatical terminology and punctuation.

Test 2:

- spelling test of 15 minutes
- 20 missing words from a piece of text read by the teacher.

Examples of SPAG questions

5

Draw a line to match each **prefix** to the correct word to make a different word. Use each prefix only once.

Prefix

inter

dis

semi

anti

Word

approval

circle

social

action

9

In which sentence is lock a **verb**?

Tick **one**.

Aisha closed the box and fastened the lock.

Make sure you lock the gate before you leave.

I think I need to buy a new bike lock.

The lock can only be opened with this special key.

35

Underline the **adverbial** in the sentence below.

Last week, Ruby went swimming and played football.

38

Circle the **modal verb** in the sentence below.

Kate hoped that she would see goats and sheep at the farm.

36

Complete the sentence below with a **relative clause**. Remember to punctuate your answer correctly.

His sister, _____, is learning to speak Polish.

Remember: 50 questions in 45 minutes!

39

Rewrite the sentence below in the **passive**.
Remember to punctuate your answer correctly.

The wind damaged the fence.

48

Insert an **apostrophe** in the correct place in the sentence below.

Pupils coats should be hung on the pegs.

The Reading test:

- 1 hour to read 3 texts and answer questions on each text
- Texts will cover a variety of genres : fiction and non-fiction.
- The average reading speed required to read and answer the paper is approx 120 words per minute.

Texts can be fiction, non-fiction or
poetry

The Park

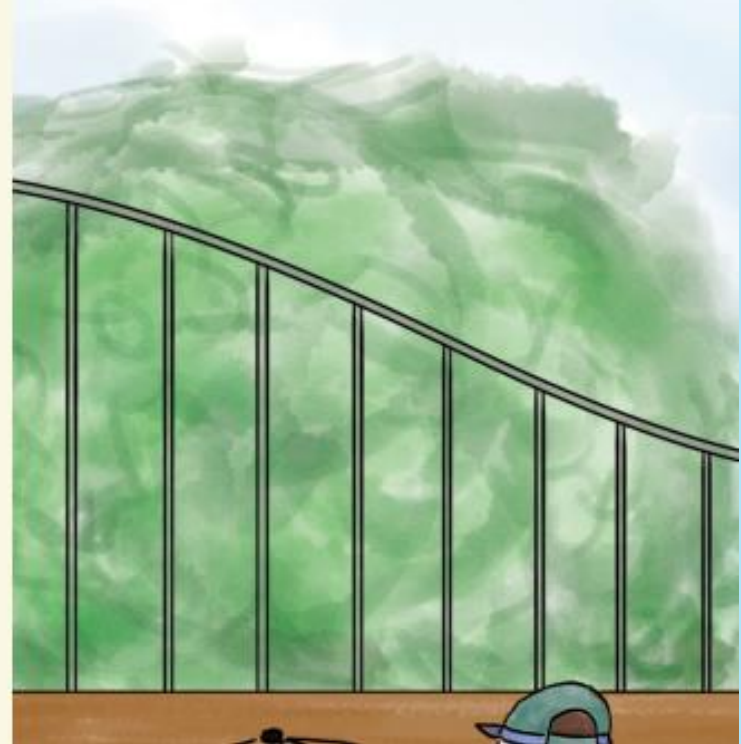
Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Joe knew instantly that something was wrong. He could see it on Mum's face. 'What is it, Mum?' Joe asked.

'Yeah, Mrs P, what's happened?' Ajay asked too.

'It's the park... they've shut it down.'

For a second no one said a word. Joe and Ajay looked at each other, then back at Joe's mum. Her face was pale, her jaw dropped open. She stared



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.

Take a look at the reading booklets but please do not take them away.

Questions focus on:

- retrieval of facts
- commenting on authorial vocabulary choices
- inference
- summarising
- predicting
- comparing and contrasting
- giving opinions with evidence from the text to support.

(Reading Dogs!)

‘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.

Vocabulary Questions with Victor



- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/this character feel by writing...? Why?



Inference Questions with Iggy



- What do you think.... means? Why do you think that? Could it be anything else?
- I think....; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?



Retrieval Questions with Rex



- Find the... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?



Prediction Questions with Pip



- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



Summarising Questions with Sheba



- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?



Compare, Contrast and Comment with Cassie



- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which is better and why?



Be an Author with Arlo



- What does the word... tell you about...? How?
- Find two ways that the author tells you...
 - What do you think the author meant by...?



- Which words do you think are most important? Why?

- Which words do you like the most? Why?

- How has the author made you feel happy/sad angry/frustrated?



Writing Assessment:

The children's writing will be teacher assessed throughout the year by Y6 teachers.

Moderation will take place within the year group, as well as alongside other LSP Y6 teachers, before an external moderation in June.

Writing is assessed on the following strands:

- Use of features of text type/genre
- Level of formality in vocabulary and grammatical structures
- Handwriting
- Grammar
- Spelling
- Punctuation
- Cohesion in text

The Maths Tests:

Test 1:

This will assess the children's basic calculating across the four operations, including:

- long multiplication and division,
- fractions and percentages

There will be roughly 36 questions to complete in 30 minutes.

Maths Test: Test 1 example questions

$$2.5 + 0.05 =$$

$$13 \overline{) 3016}$$

$$\frac{3}{4} + \frac{7}{8} =$$

Tests 2 and 3:

These tests are both 40 minutes.

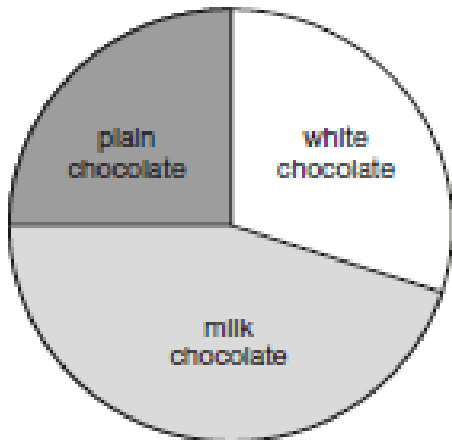
Children answer questions and solve problems across the whole range of maths topics.

They will also be required to show their stages of working out in some questions to demonstrate their mathematical reasoning and problem solving skills.

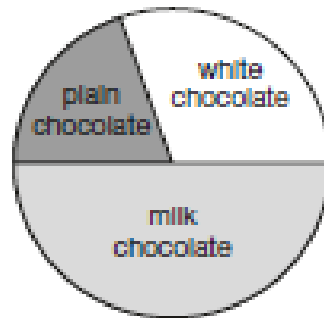
Tests 2 and 3: example questions

100 girls and 50 boys were asked which kind of chocolate they like best.

These two pie charts show the results.



100 girls



50 boys

Dev says,

"The pie charts show that more girls than boys liked milk chocolate best."

Dev is correct.

Explain how you know.



Write the four missing digits to make this **addition** correct.

$$\begin{array}{cccc} \square & 6 & \square & 8 \\ + & 3 & \square & \square \\ \hline 9 & 0 & 1 & 9 \end{array}$$

Tests 2 and 3: example questions

What is 444 minutes in hours and minutes?

hours

minutes

Maria bakes cakes and sells them in bags.



She uses this formula to work out how much to charge for one bag of cakes.

$$\text{Cost} = \text{number of cakes} \times 20\text{p} + 15\text{p for the bag}$$

How much will a bag of 12 cakes cost?

£

Olivia buys a bag of cakes for £5.15

Use the formula to calculate how many cakes are in the bag.

Working at the expected standard : Reading

- read **age-appropriate books** with confidence and fluency
- read aloud with **intonation**
- work out the **meaning of words** from the context
- draw **inferences** and justify these with **evidence**
- **predict** what might happen from details stated and implied
- **retrieve** information from non-fiction
- **summarise** main ideas, identifying key details and using quotations for illustration
- evaluate **how authors use language**, including figurative language, and the impact on the reader
- make **comparisons** within and across books.

Working at the expected standard: Maths

- Understand **place value**
- Calculate using **mental strategies**
- Use **formal** written methods
- Fractions, decimals and percentages
- Simple **algebra**
- Calculate with **measures** (including time)
- Geometry - find missing **angles**
- **Reflect** and **translate** shapes on a grid
- Know and use **properties of 2D, 3D shapes** to solve problems
- Find the **mean** of a set of numbers
- Use a **variety of diagrams/charts** to solve problems

Support

Levels of support we can offer :

- In the SPAG and maths tests we are able to read any questions aloud if we are asked.
- Some children may be eligible for extra time (25%).
- Some children may be eligible for a scribe/reader/one to one support.
- Some children may receive body breaks and other alternative arrangements.

Children have taken part in practise tests already, giving us an indication and evidence of additional arrangements we need to put in place.

We will discuss any arrangements with you before May.

Reporting of Results

Test papers are externally marked. Scripts are sent away, scanned, marked and results are returned to school in July.

Children will receive their results with their annual school report as follows:

- a scaled score which will range from 80 to 120.
(100 is considered the expected standard for Year 6)
- whether or not they attained the expected standard
- for writing, children will receive a teacher assessment of working towards, working at or working at greater depth.

What can we all do to help?

Read a wide range of authors/ genres with your child

- read aloud
- help them develop their confidence, speed and fluency
- discuss the pronunciation and meaning of new words and phrases that they could use to enhance their writing
- Look at the **punctuation** choices used – what effect do they have?

Discuss plot, characters and motives in a story.
Discuss word choices and the impact they have.

Share poetry, non-fiction – anything! - to gain confidence in their ability to understand text types.

Support your child with homework to ensure they understand. Let us know if there is an issue.

Encourage your child to learn their times tables really well. TTRS!

Ask your child to teach you how to solve maths work sent home.

What more do we do to help?

- In-class assessments already help children prepare for SATs. We will provide additional opportunities to monitor and support their progress.
- From term 4 we will revise with the children; homework may take the form of practice SATs questions for confidence building.

Treat the SATs as another part of their school journey – they should try their best and aim high but know that they will be well prepared and do not need to worry.

Year 6 Camp
MORFA BAY

Tuesday 17th -
Friday 20th June
2024



Morfa Bay, Carmarthenshire

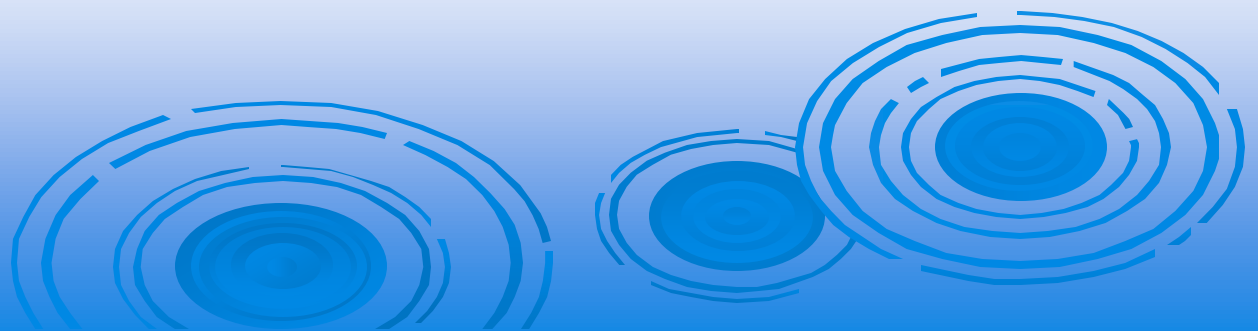


<http://morfabay.com/>

Accredited Centre

Travel

- Leave at 8:30am
- Arrive by late morning
- Packed Lunch (from home)
- Straight into 1st activity in groups



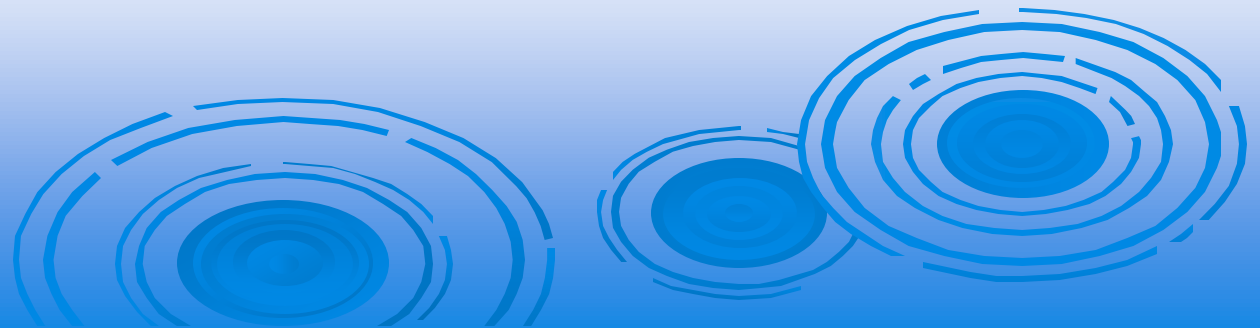
Activities

- Bushcraft
- Mountain Biking
- High Wires
- Zip line
- Orienteering
- Abseiling
- Sea Kayaking or
- Body Boarding
- Assault Course



Evening Activities

- Coastal Walk
- Beach Activities
- Disco and BBQ



Accommodation

- Dormitories (sizes)
- Shower blocks
- Security - rooms
- Lights out
- Info and worries
- Medical forms/medicines

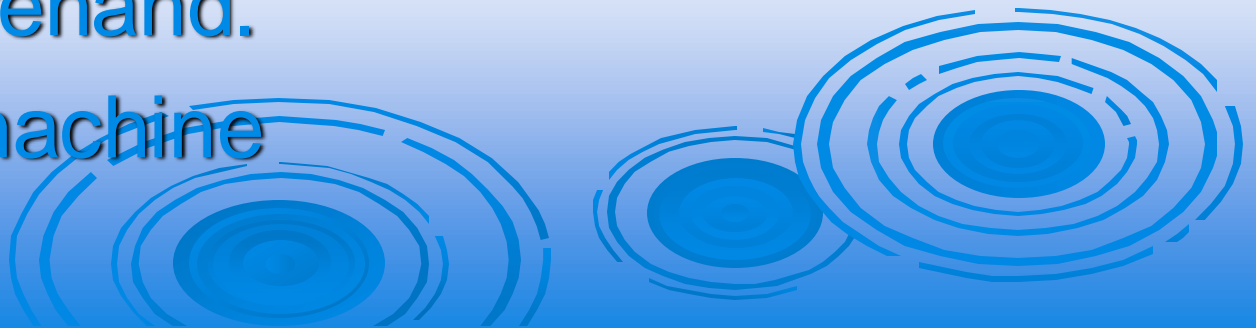


Meals

- 3 meals a day :
 - breakfast
 - lunch – sandwiches
 - evening meal
 - hot chocolate for supper

You will be able to select your child's meal choice beforehand.

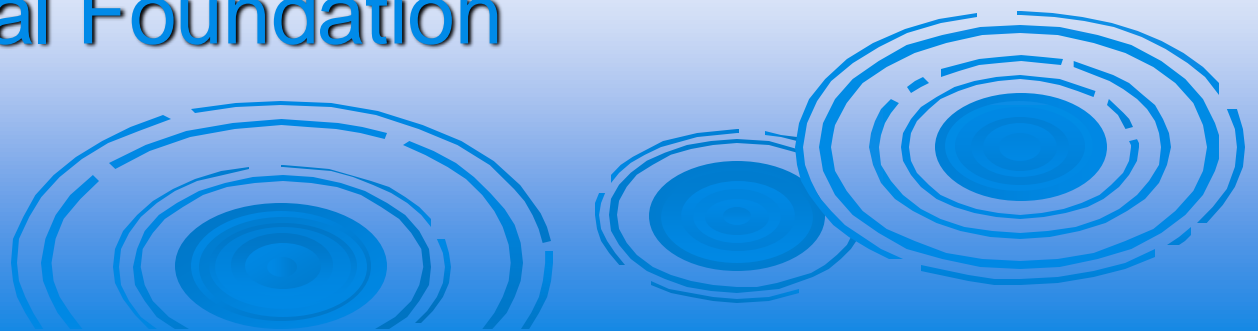
- Vending machine



Costs

Approx. £420 per child – Activities, Food, Transport, Insurance etc.

- Deposit due early December
- 4 payments in Jan, Feb, March and April
- Payments will be set up on Parentpay
- Concerns about the costs – Backwell Educational Foundation



Further Communication

- Medical forms
- Kit lists
- Accommodation and travel arrangements
- Food choices
- Permission forms

