

**Welcome to our
Year 6
SATs Meeting**



Denmead Junior School

Upper School Team

Mr Duncan Proctor

Mr Tom Stapleton

Mrs Joy Painting

Mrs Sarah Hall

Miss Amanda Brady

Mrs Natalie Pettit

Mrs Caroline North

Mrs Kristen Baker

Miss Rhianna Lewis

Miss Brydie Hunt

Mrs Karen Harvey

Miss Leah Lloyd

Mrs Diana Bizley



SATs

Standard Assessment Tests



SATs Week

13th May 2019

Monday 13 May	<ul style="list-style-type: none">• English grammar, punctuation and spelling Paper 1: questions• English grammar, punctuation and spelling Paper 2: spelling
Tuesday 14 May	<ul style="list-style-type: none">• English reading
Wednesday 15 May	<ul style="list-style-type: none">• Mathematics Paper 1: arithmetic• Mathematics Paper 2: reasoning
Thursday 16 May	<ul style="list-style-type: none">• Mathematics Paper 3: reasoning

Science Sampling Tests

There will be none in 2019



Reading Test

The reading test will be a single paper with questions based on three passages of text. Your child will have one hour, including reading time, to complete the test.

There will be a selection of question types, including:

- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins Once upon a time. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'



Sample Reading Text

For a long time Martine had only ever ridden Jemmy at night and in secret, but when her grandmother had found out about their nocturnal adventures she'd promptly banned them, on the grounds that the game reserve's deadliest animals were all in search of dinner after dark and there was nothing they'd like more than to feast on a giraffe-riding eleven-year-old. For a while Martine had defied her, but after several close calls and one terrible row with her grandmother, she had come to accept that the old lady was right. When lions were on the hunt, the game reserve was best avoided.

Another of her grandmother's rules was that Martine ride sedately at all times. 'No faster than a trot and, in fact, I'd rather you stuck to a walk,' she'd counselled sternly.

Martine had paid almost no attention. The way she saw it, Jemmy was a wild animal and it was only fair that he should have the freedom to do what came naturally, and if that meant tearing across the savannah at a giraffe's top speed of thirty-five kilometres per hour, well, there wasn't a lot she could do about it. It wasn't as if she had reins to stop him. Besides, what was the point of riding a giraffe if the most he was permitted to do was plod along like some arthritic pony from the local stables?

Jemmy clearly agreed. They flew across the grassy plain with the spring breeze singing in Martine's ears. 'Faster, Jemmy!' she yelled. 'Run for your life.' And she laughed out loud at the heart-pounding thrill of it, of racing a wild giraffe.

Continued on the next page

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 touched
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 throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
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

Sample Reading Text

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.



I looked at my comrades. The two professors were in silent ecstasy.

"What will they say in England of this?" Professor Summerlee cried at last.

"They will say that you are a liar," said Professor Challenger, "exactly as you and others said of me."

"In the face of photographs?"

"Faked, Summerlee! Clumsily faked!"

"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?

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.



4

This is an article about the dodo, a bird that is now extinct.

An artist's impression of the dodo from 300 years ago.

The Way of the Dodo



The dodo was first sighted around 1800 on an island in the Indian Ocean. It was extinct by 1680. Since then the phrase 'dead as a dodo' has been used to describe something which is lifeless or has disappeared from the world completely. Because of its rapid disappearance, a number of myths developed about the dodo, for example that it was a fat, silly creature that brought its fate upon itself.

But what is the **truth** about the dodo?

For thousands of years the island of Mauritius was a paradise. It was spat out of the ocean floor by an underwater volcano 8 million years ago. With warm sun, plentiful food and no predators to speak of, the isolated island became a haven for a variety of unusual species, including reptiles and flightless birds.

Then, in 1598, humans descended on this paradise, accompanied by their own animals – dogs, goats, cats (and a fair number of rats!). Curious and unafraid, the animals of Mauritius offered themselves up for slaughter and, within just a few decades, much of the island's unique wildlife had been wiped out forever.

One of the victims was a large, flightless relative of the pigeon. The island invaders started to call the bird a 'dodo', which meant 'silly bird'.

Although the dodo was hunted for food, this was not the main reason it died out. It is more likely that having never faced predators before, and unable to fly away, the adult birds fell prey to dogs and cats. Meanwhile, their eggs and chicks, defenceless in their nests on the ground, were easy pickings for rats.

Less than 100 years after man's arrival, the dodo, which had once numbered in the hundreds of thousands, slipped into the pages of folklore.



10

Sample Reading Questions

Look at page 4.

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

Give **two** examples:

1. _____

2. _____

2 marks

Sample Reading Questions

Look at Anousheh's blog entry for September 25th.

Find and **copy** a group of words that shows that Anousheh wrote her blog for others to read.

_____ **1 mark**

How far into the forest did the stream become *a considerable bog*?

_____ **1 mark**

Sample Reading Questions

Match the events below to the year in which they happened.

Anousheh Ansari went to space.

1969

The first man stepped on the Moon.

1998

Dennis Tito went to space.

2001

The International Space Station was built.

2006

Sample Reading Questions

Into your pitiful shell, so brittle and thin

In this line, the word *brittle* is closest in meaning to...

Tick **one**.

shiny.

soft.

delicate.

rough.

Circle the correct option to complete each sentence below.

(a) The text begins with Martine going out to ride her giraffe...

in the early morning.

at midday.

in the late afternoon.

at night.

...milled around in bewilderment (page 8)

Explain what this description suggests about the baby warthogs.

2 marks

...milled around in bewilderment (page 8)

Explain what this description suggests about the baby warthogs.

...milled around in bewilderment (page 8)

Explain what this description suggests about the baby warthogs.

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

Award 2 marks for responses that explain **both** the baby warthogs' aimless / random movement **and** their confusion, e.g.

- *they had no idea what was happening and just walked around with no purpose*
- *they wandered around slowly in curiosity, they were confused and wondered what was going on.*

Award 1 mark for responses that explain **either** the baby warthogs' aimless / random movement **or** their confusion, e.g.

- *they just roamed around*
- *they didn't know what was going on.*

How to help your child at home

- Read with your child: get your child to read aloud to you, and then ask them questions. Include questions that need an explanation and evidence from the text (PEE).
- •Read aloud to your child whilst your child follows the text: listening is an important part of reading; it will help your child learn the importance of punctuation and reading with expression.
- Discuss the meaning of words and think of words which are similar or different in meaning.
- Develop reading stamina and reading for greater understanding. Re-read sections if needed.

Maths Test

Children will sit three papers in maths:

- Paper 1: arithmetic, 30 minutes
- Papers 2 and 3: reasoning, 40 minutes per paper



Maths Test

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem



Sample Arithmetic Questions

1

$$979 + 100 =$$

A grid for working out the answer to the first question. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn at the bottom right of the grid, spanning 5 columns and 2 rows, intended for the final answer.

1 mark

10

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

A grid for working out the answer to the second question. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn at the bottom right of the grid, spanning 5 columns and 2 rows, intended for the final answer.

1 mark

Sample Arithmetic Questions

17

20% of 1,500 =

1 mark

23

$$\begin{array}{r} \times \quad 54 \\ \hline \quad 23 \end{array}$$

Show
your
method

2 marks

Sample Arithmetic Questions

25

1 3 3 0 1 6

Show
your
method

2 marks

28

$$234,897 - 45,996 =$$

1 mark

5

$$= 936 + 285$$

12

$$50 \times 70 =$$

22

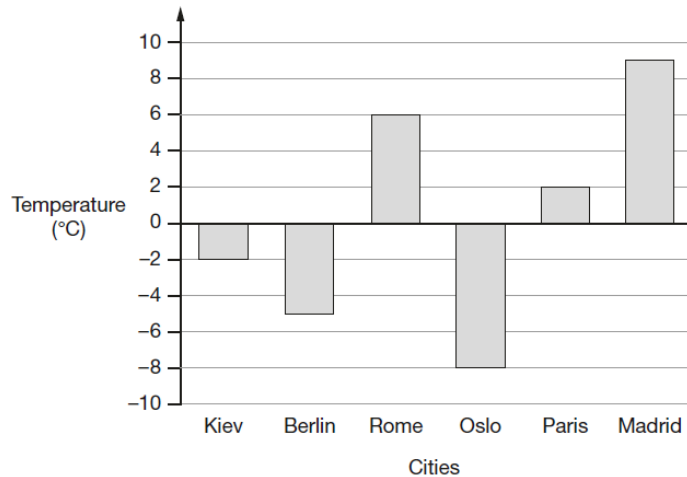
$$1,320 \div 12 =$$

1 mark

1 mark

KS2 Reasoning questions

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



Which city was 4 degrees **warmer** than Kiev?

8 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?

£

KS2 Reasoning questions

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?

Write the number 53,148 in **words**.

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

$$\begin{array}{r} 15\ \square \\ + 4\ \square\ 4 \\ \hline \square\ 1\ 5 \end{array}$$

11

A packet contains 1.5 kg of oats.



Every day Maria uses 50g of oats to make porridge.

How many days does the packet of oats last?

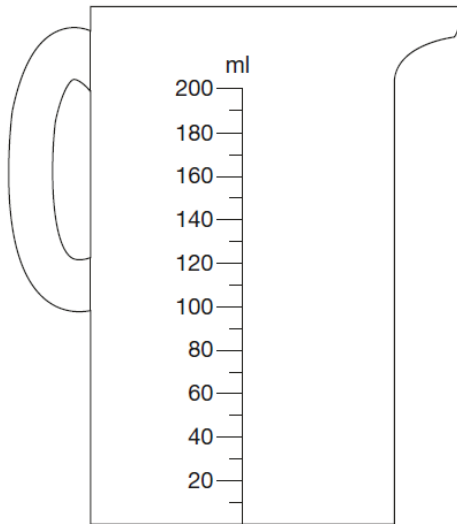
Show
your
method

days

KS2 Reasoning questions

Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.



Write the number that is five less than ten million.

1 mark

14

Write all the common multiples of 3 and 8 that are less than 50

1 mark

19

Miss Mills is making jam to sell at the school fair.

Strawberries cost £7.50 per kg.

Sugar costs 79p per kg.

10 glass jars cost £6.90

She uses 12 kg of strawberries and 10 kg of sugar to make 20 jars full of jam.

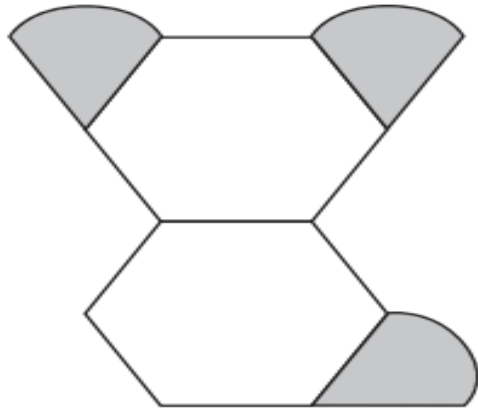
Calculate the total cost to make 20 jars full of jam.

Show
your
method

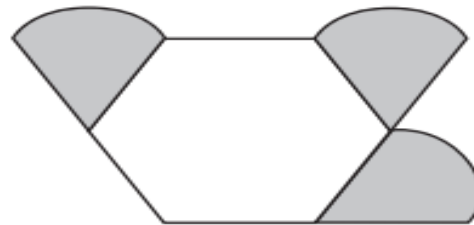
£

Amina is making designs with two different shapes.

She gives each shape a value.

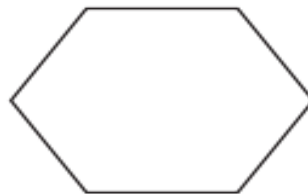


Total value is 147



Total value is 111

Calculate the value of each shape.



=

1 mark



=

1 mark

23

The length of a day on Earth is 24 hours.

The length of a day on Mercury is $58\frac{2}{3}$ times the length of a day on Earth.

What is the length of a day on Mercury, in **hours**?

Show
your
method

A large grid for showing the method. A small box labeled "hours" is placed on the grid.

2 marks

How to help your child at home

- Knowing their timetables – if children know their times table, they can use them accurately and quickly for multiplication, division.
- Formal method for the four operations: it is important children can complete methods accurately. (Methods for year 6 child: column addition, column subtraction, short multiplication, long multiplication, short division, long division including expressing remainders as fractions, decimals and remainder form)
- Arithmetic speed practice – looking for different methods (e.g. number bonds, use known facts)
- Knowing everyday maths facts – grams in a kilogram, number of weeks in a year etc.

SPAG

**(Spelling, punctuation
and grammar)**

**Spelling Test
&
Grammar Test**



SPAG

(Spelling, punctuation and grammar)

Children will sit two papers in SPAG:

- Paper 1: grammar, punctuation and spelling (45 minutes)
- Paper 2: spelling (approximately 20 minutes)



Sample Spelling Questions

1. Sara wanted to be an explorer and _____ discover _____ new lands.
(Testing prefixes)
2. The spy was sent on a secret _____ mission _____.
(tion / sion / ssion / cian)
3. For PE lessons, your clothes should be _____ loose _____
and comfortable. (homophone lose / loose)
4. The _____ sign _____ showed which way to go.
(silent letters)
5. China is a large _____ country _____ 'ou' diagraph

Sample SPAG Questions

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

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.

Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf
for Dad.

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.



Write the **contracted form** of the underlined words in the box.

That decision does not seem fair.

↓

Circle all the words in the sentences below that should start with a **capital letter**.

henry tudor married his first wife, catherine, in june 1509. they married in london.

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.

Rewrite the sentence below, adding a **subordinate clause**.
Remember to punctuate your answer correctly.

The children played on the swings.

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

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

Identify the adjective and adverb in this sentence:

The jolly man laughed at the joke again.

100 -ly Words That Are Not Adverbs

Because so many adverbs end in -ly, we tend to think the -ly ending always indicates an adverb. Not so. Below are 100 examples of -ly words that are not (or rarely) adverbs.

Adjectives

silly	disorderly	jolly	orderly	steely
bubbly	early	kindly	pearly	surly
burly	friendly	likely	pebbly	timely
chilly	frilly	lively	leisurely	ugly
comely	ghastly	lonely	scaly	unlikely
costly	goodly	lovely	shapely	weekly
courtly	gravelly	lowly	sickly	wily
cuddly	grisly	mannerly	silly	whirly
curly	heavenly	mealy	sly	wobbly
daily	hilly	measly	smelly	wooly
dastardly	holy	melancholy	sprightly	worldly
deadly	homely	oily	squiggly	wrinkly
deathly	hourly	only	stately	yearly

Nouns

ally	belly	dragonfly	gully	lily
anomaly	bully	family	holly	monopoly
assembly	contumely	filly	homily	rally
folly	doily	fly	jelly	tally

Verbs

apply	comply	imply	rally	sally
bely	dally	multiply	rely	shilly-shally
bully	dilly-dally	ply	reply	supply
				tally

Interjections: Golly! Holy Moly!

How to help your child at home

- Help your child learn the spellings that are sent home and to consider any rules.
- Encourage them to complete the weekly SPAG home learning.
- When reading to and/or with your child discuss the use of inverted commas to mark speech, the use of parenthesis (brackets) to add additional information, the use of capital letters etc.
- Revision books. Unfortunately, the grammar paper relies on a child knowing the terminology e.g. subordinate clause, main clause, adjective, article, passive, active – and many more.

Writing

Teacher Assessment

Range of writing genres

Moderated



Name:			Narrative	Recount	Recount	Explanation text	Non-chron report	Poetry
Writing - Working Towards the Expected Level		Code	Evidence					
The pupil can write for a range of purposes		WT1						
Use paragraphs to organise ideas		WT2						
In narratives, describe settings and characters		WT3						
In non-narrative writing, use simple devices to structure the writing and support the writer and reader (e.g. headings, sub-headings, bullet points)		WT4						
using mostly correctly	capital letters	WT5						
	full stops							
	question marks							
	commas for lists							
	apostrophes for contraction							
spelling most words correctly (year 3 and 4)		WT6						
spelling some words correctly (year 5 and 6)		WT7						
Write legibly		WT8						

Writing - Working At the Expected Level	Code	Evidence					
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)	WA1						
In narratives, describe settings, characters and atmosphere	WA2						
Integrate dialogue in narratives to convey character and advance the action	WA3						
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)	WA4						
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	WA5						
Use verb tenses consistently and correctly throughout their writing	WA6						
Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)	WA7						
spelling most words correctly (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	WA8						
maintaining legibility in joined handwriting when writing at speed	WA9						

Writing - Working At Greater Depth Within the Expected Level	Code	Evidence					
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)	WD1						
Distinguish between the language of speech and writing and choose the appropriate register	WD2						
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	WD3						
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	WD4						

How we are supporting



- Giving children experience of test questions, not just as a test but frequently within lessons.
- Early morning SPAG and maths tasks
- Providing additional support for individual children both inside and outside of the classroom.
- Discuss the meaning of words and identifying antonyms and synonyms
- Requiring children to meet high expectations
 - for example non-negotiables in writing
- Being aware of the gaps in children's learning and filling gaps in order for children to make good progress
- Revision books
- SATs are a chance to show what you can do – SHINE!



Reporting to Parents

Each test will produce a raw score which will be turned into a scaled score.

A scaled score of 100 means that your child has met the national standard – is secondary school ready *according to the test*.

The raw score equating to 100 will change from year to year however 100 will always represent the national standard.

Children sometimes perform differently in tests due to a range of circumstances. Therefore teachers make assessments of children based on day to day learning.

We will also report our teacher assessment in end of year reports.



Scaled Scores

- Whilst a scaled score is the national average, each child also has their own scaled score target, set according to their KS1 results.
- For some children, aiming for the national average of 100 would not be enough as this would not reflect good progress. Their scaled score should be in the range of 101-120.
- There will be some children who despite not reaching a scaled score of 100 would be classed as making good progress across KS2 based on their starting point e.g. their scaled score will be between 80 - 99.

Additional Support

- Where appropriate the school will apply for additional support in the tests.
- This might be extra time or a scribe.
- Pupils who qualify for additional time will use this in our mock SATs.

Reporting

Schools are no longer required to make statutory teacher assessment judgements in English reading and mathematics.

Test results in English reading and mathematics will continue to be used in school performance measures.

Questions?



Level 6 papers

- With the removal of levels, there will be no additional papers for higher attaining children.
- Higher attaining children will be challenged by a range of questions within each of the standard papers.