

Blossom Federation

Daubenev, Sebright and Lauriston



**2024 Year 6 SATS**

**Parents and Carers Information**

# When and how are the SATs carried out?

- 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.



# Specific arrangements for SATs:

Children with additional needs, **who have similar provision in their day-to-day learning at school**, may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to read for them;
- An adult to scribe (write) for them;
- Written or spoken translations of the mathematics reasoning papers;
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

*\*Pupils with an EHC plan are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time*



# What sort of results are reported?

Once marked, the tests will be given the following scores:

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

After marking each test, the external markers will convert each raw score into a scaled score to show whether each child is working below, at or above the national standard.

When the scaled score is given, it is given in a range from 80 to 120.

**A scaled score of 100 or more is meeting the national standard.**

There are no separate tests for higher achieving pupils; however, **a scaled score close to 120 would show that a child is working above the national standard.**

# The Test Dates

Date	Test
Monday 13 <sup>th</sup> May	English: Grammar, Punctuation & Spelling (paper 1) <b>45 mins</b> English: Spelling (paper 2) approx <b>15 mins</b>
Tuesday 14 <sup>th</sup> May	English: Reading <b>60 mins</b>
Wednesday 15 <sup>th</sup> May	Mathematics: Arithmetic (paper 1) <b>30 mins</b> Mathematics: Reasoning (paper 2) <b>40 mins</b>
Thursday 16 <sup>th</sup> May	Mathematics: Reasoning (paper 3) <b>40 mins</b>

We will offer a **free** breakfast club from **8am**  
Monday – Thursday for the year group.

# GPS (45 MINS)

## PAPER 1: GRAMMAR AND PUNCTUATION

13 Which sentence is written in **Standard English**?

Tick one.

Two sports teams come to our school yesterday.

My friend was tidying the classroom.

Today the children done their school play.

The teachers was going to send a letter next week.

22

Insert a **subordinating conjunction** to show that we ate lunch and listened to music at the same time.

We listened to the music \_\_\_\_\_ we ate our lunch.

1 mark

1 mark

49

Rewrite the underlined verb in the sentence below so it is in the **present progressive**.

I taught my sister to skateboard.

↓

1 mark

# GPS

## PAPER 2: SPELLING

(20 WORDS, APPROX. 15 MINS)

**THIS EXAMPLE IS FROM  
THE 2018 PAPER**

Qu.	Spelling	Mark	Content domain reference
1	thumb	1	S60— words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
2	trouble	1	S40— the /ʌ/ sound spelt <i>ou</i>
3	mixture	1	S44— words with endings sounding like /ʒə/ or /tʃə/
4	portable	1	S56— words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>
5	dough	1	S59— words containing the letter string <i>ough</i>
6	science	1	S55— words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i> S51— words with the /s/ sound spelt <i>sc</i>
7	attention	1	S47— endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
8	obtained	1	S38— adding suffixes beginning with vowel letters to words of more than one syllable
9	weightless	1	S52— words with the /eɪ/ sound spelt <i>ei</i> , <i>eigh</i> , or <i>ey</i>
10	council	1	S61— homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
11	suffered	1	S38— adding suffixes beginning with vowel letters to words of more than one syllable
12	typical	1	S39— the /i/ sound spelt <i>y</i> other than at the end of words
13	usually	1	S43— the suffix <i>-ly</i>
14	cautious	1	S53— endings which sound like /ʃəs/ spelt <i>-cious</i> or <i>-tious</i>
15	essential	1	S54— endings which sound like /ʃəl/
16	vague	1	S50— words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i>
17	adventurous	1	S46— the suffix <i>-ous</i> S38— adding suffixes beginning with vowel letters to words of more than one syllable
18	architect	1	S48— words with the /k/ sound spelt <i>ch</i>
19	descendant	1	S51— words with the /s/ sound spelt <i>sc</i> S60— words with 'silent' letters (i.e. letters w cannot be predicted from the pronunciation c
20	inconceivable	1	S58— words with the /i:/ sound spelt <i>ei</i> after



Please help your child learn and practise their spellings

<p><b>Say it slowly, sound it out</b></p> <p>"Say the word slowly, counting one finger for each sound you hear. Repeat it, recording each sound as you hear it."</p>	<p><b>Imaginary Phoneme Frames</b></p> <p>"Slide one finger into each box of an imaginary phoneme frame while saying the word slowly, to help you to hear and record each sound."</p>	<p><b>Check – does it look right?</b></p> <p>"Write the word down." "Check – does it look right?" "Is there any part of the word you think you need to change?"</p>
<p><b>Syllables</b></p> <p>Clap or tap the beats of a word to break it into smaller, manageable chunks: Sep/tem/ber Im/por/tant Dic/tion/ary Con/den/sa/tion</p>	<p><b>Mind Photos – when a word is not phonetic</b></p> <p>"Take a picture of the word, framing it with your fingers. Once you've clicked, say the letter names out loud. Either turn around and write it down or carry it into another room and then write it down"</p>	<p><b>Analogy – Sounds like...</b></p> <p>Think of a word that rhymes with the word you want to spell e.g. ball - all "I think you can spell 'ball'". Try and use it to help you write 'all'."</p>
<p><b>Root word + pattern/rule</b></p> <p>smile + <u>ing</u> = smiling (drop the e) cry + <u>ed</u> = cried (change the y to i) hop + <u>ing</u> = hopping (short vowel/single final consonant = double final consonant)</p>	<p><b>Mnemonics</b></p> <p>said – silly ant is dancing -ough- o u get her -ould – o u like duck because – big elephants can add up small elephants</p>	<p><b>Look it up</b></p> <p>Use dictionary or spell checker to find your word!!</p>





# Albion's Dream



There were rooms in the old farmhouse which I never saw used and which smelt of a past that held extraordinary fascination for me: little windows where unknown ancestors had sat on autumn evenings; old leather-lined bookcases with books that no one had handled for fifty years; dust that no one had bothered to remove; piles of candle wax in unlikely corners; huge chamber pots and cracked basins, and everywhere a great generosity of space.

Outside there was a big lawn hardly walked on, flowerbeds hardly looked at, a vegetable garden which always produced too much, a vast horse chestnut with enough conkers to satisfy the needs of a whole village of boys, a second lawn that nobody ever sat on, and the poignant smells of animals and harvests of a bygone age.

# READING PAPER (60 MINS)

3 TEXTS WHICH GET PROGRESSIVELY HARDER

Questions 30–40 are about *Albion's Dream* (pages 8–10)

30 Look at the first paragraph.

What suggests that the inside of the old farmhouse was not very well looked after?

Give **two** things.

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

1 mark

31 Look at the first two paragraphs.

Which sentence below **best** describes the farmhouse?

Tick **one**.

It had always been a lifeless place.

No one ever went there by choice.

It seemed stuck in the past.

The outside was better looked after than the inside.

**Blossom Federation**

Daubney, Sebright and Lauriston



# READING PAPER (60 MINS)

3 TEXTS WHICH GET PROGRESSIVELY HARDER

## You can help your child by:

- Ensuring they read every day (aim for at least 20 mins)
- Checking that they are reading a variety of texts/genres/authors
- Check that the books they read are appropriately challenging
  - Reading with your child
  - Asking your child about the books they read
- Talking to them about the books you are reading.

# MATHS PAPER I

## ARITHMETIC (30MINS)

23

$$0.5 \times 28 =$$

1 mark

24

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

1 mark

25

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

1 mark

30

$$99\% \text{ of } 200 =$$

1 mark

31

$$\frac{1}{4} \div 2 =$$

1 mark

32

$$9^2 - 36 \div 9 =$$



# MATHS Papers 2 and 3

## Reasoning (40mins each)

8

Ken buys 3 large boxes and 2 small boxes of chocolates.

Each large box has 48 chocolates. Each small box has 24 chocolates.



How many **chocolates** did Ken buy altogether?

Show your method

A large grid for showing the method. A small box labeled "chocolates" is placed at the bottom right of the grid.

17

There are 28 pupils in a class.

The teacher has 8 litres of orange juice.

She pours 225 millilitres of orange juice for every pupil.



How much orange juice is left over?

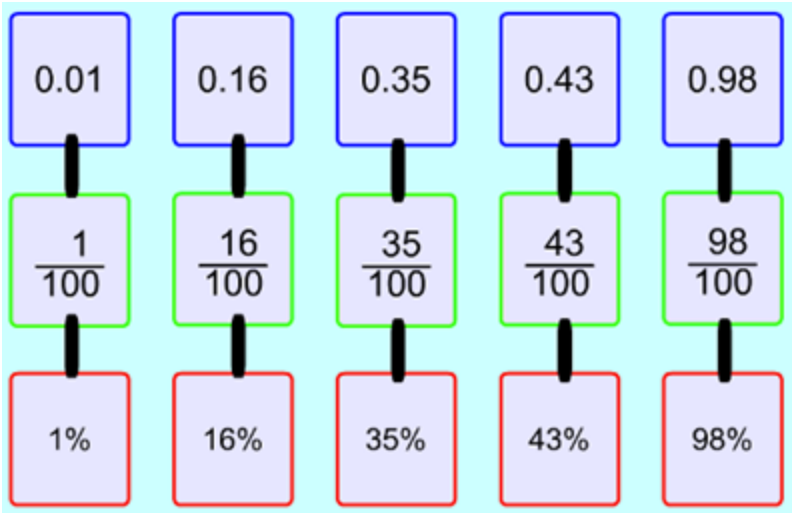
Show your method

2 marks

A large grid for showing the method.

# TRY TO HELP YOUR CHILD WITH THEIR **TIMES TABLE FLUENCY** (MULTIPLICATION AND DIVISION) AND **RELATED FACTS**

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



$6 \times 7 = 42$   
 $60 \times 7 = 420$   
 $6 \times 700 = 4200$   
 $0.6 \times 7 = 4.2$   
 $0.6 \times 0.7 = 0.42$

# What should I do if I'm worried about my child?

## **SATs should not:**

- affect a child's appetite;
- affect a child's ability to sleep;
- alter a child's personality;
- induce panic, tears or disengagement from lessons;
- be a reason not to attend school.

We will **equip** your child to **cope** with SATs and be **stronger** for it.

Remember, SATs are just a snapshot of where your child is in certain areas of their development and they do not tell the whole story of who they are!



There are no SATs for **Writing**.

This is assessed using teacher judgement and evidenced through the learning and writing in books.

The teacher assesses the child based on their knowledge of how the pupil has performed over time in a range of contexts.



# Writing

## 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.<sup>1</sup>

## 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 correctly<sup>^</sup> (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.<sup>2</sup>



# Writing

## 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 writing<sup>3</sup> 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

# YEAR 5 & 6 COMMON EXCEPTION WORDS

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



# Questions?

