



Sandfield Close Primary School

Year 6 SATs Meeting

Wednesday 13th November, 2024



SATs Week

<u>Date</u>	<u>Paper</u>
Monday 12 th May, 2025	✓ Grammar, Punctuation & Spelling Paper 1: Questions ✓ Grammar, Punctuation & Spelling Paper 2: Spelling
Tuesday 13 th May, 2025	✓ Reading
Wednesday 14 th May, 2025	✓ Mathematics Paper 1: Arithmetic ✓ Mathematics Paper 2: Reasoning 1
Thursday 15 th May, 2025	✓ Mathematics Paper 3: Reasoning 2

Writing

Children do not sit a writing paper.

The writing that the children produce during the academic year will be used to assess where a child is in relation to national expectations.

The pupil can:	Working towards the expected standard
• 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-heading, 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.	

The pupil can:	Working at the expected standard	
<ul style="list-style-type: none">• write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)		
<ul style="list-style-type: none">• in narratives, describe settings, characters and atmosphere		
<ul style="list-style-type: none">• integrate dialogue in narratives to convey character and advance the action		
<ul style="list-style-type: none">• 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)		
<ul style="list-style-type: none">• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs		
<ul style="list-style-type: none">• using verb tenses consistently and correctly throughout the writing		
<ul style="list-style-type: none">• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)		

The pupil can:	Working at greater depth
<ul style="list-style-type: none">• 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)	
<ul style="list-style-type: none">• distinguish between the language of speech and writing and choose the appropriate register	
<ul style="list-style-type: none">• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	
<ul style="list-style-type: none">• 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.	

How can I help my child?

- ✓ Encourage children to draw on their reading and transfer this into writing
- ✓ Share fiction and non-fiction texts
- ✓ Learn the format for different text types
- ✓ Make sure that handwriting is neat and legible
- ✓ Encourage children to proof-read their work in order to check for errors
- ✓ Check that all of the key features have been included

Reading

Key Stage 2 Reading

The reading test is 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.'

4 Use the following sentence to answer questions 4 (a) and (b).

*They provide **spectacular** scenes of mountains, meadows, moorlands, woods and wetlands.*

(a) What does the word *spectacular* mean in this sentence?

Tick **one**.

aerial

enormous

impressive

exciting

1 mark

Qu	Question and mark scheme	Allocation
4 (a)	<p><i>They provide spectacular scenes of mountains, meadows, moorlands, woods and wetlands.</i></p> <p>What does the word spectacular mean in this sentence?</p> <p>Award 1 mark for:</p> <p>aerial</p> <p>enormous</p> <p>impressive ✓</p> <p>exciting</p>	<p>1 mark – 2C1</p> <p>Selected response</p>

Commentary: Pupils need to select the appropriate synonym for 'spectacular'. Questions assessing vocabulary in context are new.

Content domain: 2C1 - Give the meaning of words in context.

Pupils have to select the most appropriate synonym for 'spectacular' in the context of this text.

4

Use the following sentence to answer questions 4 (a) and (b).

*They provide **spectacular** scenes of mountains, meadows, moorlands, woods and wetlands.*

(b) This sentence contains:

Tick **one**.

a simile

alliteration

onomatopoeia

a metaphor

1 mark

Qu	Question and mark scheme	Allocation
4 (b)	<p>This sentence contains:</p> <p>Award 1 mark for:</p> <p>a simile</p> <p>alliteration ✓</p> <p>onomatopoeia</p> <p>a metaphor</p>	<p>1 mark – 2LFE1</p> <p>Selected response</p>

Commentary: This is a new question type, requiring pupils to identify language features.

Content domain: 2LFE1 - Identify and / or comment on writers' use of words, phrases and language features including figurative language.

Pupils have to select the figurative language employed from the list provided.

How can I help my child?

- ✓ Read, read, read! It is difficult to attain the 'higher standard' if children do not read a wide range of books.
- ✓ Children need to look at a variety of genres across fiction and non-fiction texts, have an opinion about these and discuss them.
- ✓ Discuss the events in the text.
- ✓ Locate information and retrieve important words.
- ✓ Form opinions and give evidence using the text to support.

How can I help my child?

- ✓ Create opinions about characters and explain these in depth using the text as evidence.
- ✓ Comment upon the writer's use of language and whether it's effective for the purpose.
- ✓ Discuss the purpose of the text – what is the point of view of the author?
- ✓ Look at font, headings, layouts and overall presentation commenting upon why it is presented in this way.

Grammar

Key Stage 2 grammar, punctuation and spelling test

Usually, the GPS test consists of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and an **aural spelling test of 20 words**, lasting around 15 minutes.

The GPS test includes two sub-types of questions:

- **Selected response**, e.g. 'Identify the adjectives in the sentence below'
- **Constructed response**, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

2

In the sentence below, Dad booked the cinema tickets before he collected them.

Complete the sentence with the correct **verb form**.

Although Dad _____ booked the tickets, he still had to queue to collect them.

1 mark

Qu	Question and mark scheme	Allocation
2	<p>In the sentence below, Dad booked the cinema tickets before he collected them.</p> <p>Complete the sentence with the correct verb form.</p> <p><i>Although Dad <u>had</u> booked the tickets, he still had to queue to collect them.</i></p>	1 mark

Commentary: This question assesses the use of verbs in the perfect form to mark relationships of time. Recognition of the perfect form and understanding of the term are not needed to answer the question correctly. This is a new part of the framework.

Content domain: G1.2b - verbs in the perfect form

6

Circle the **relative clause** in the sentence below.

The blue car that was parked outside the shop was for sale.

1 mark

Qu	Question and mark scheme	Allocation
6	<p>Circle the relative clause in the sentence below. <i>The blue car that was parked outside the shop was for sale.</i></p> <p>The blue car <u>that was parked outside the shop</u> was for sale.</p> <p>Also accept circling of 'that was parked'. Also accept underlining or any other positive indication of the correct words.</p> <p>Do not accept responses that circle any other words.</p>	1 mark

Commentary: This question assesses the recognition of relative clauses and understanding of the term. This is a new part of the framework, in addition to the generic test reference code of clauses.

Content domain: G3.1a - relative clauses

12

Explain how the **comma** changes the meaning in the two sentences below.

Are you coming to see, Ali?

Are you coming to see Ali?



1 mark

Qu	Question and mark scheme	Allocation
12	<p>Explain how the comma changes the meaning in the two sentences below.</p> <p><i>Are you coming to see, Ali?</i> <i>Are you coming to see Ali?</i></p> <p>Award 1 mark for responses that indicate a recognition that in sentence 1 Ali is being addressed, and/or is being asked if he is coming to see [something]; whereas in sentence 2 somebody else is being addressed, and/or is being asked if they are coming to see Ali.</p> <p>Eg: In the first sentence Ali is being spoken to, but in the second sentence [Ali is not/someone else is] being spoken to. In the first sentence Ali is being asked if he is coming to see something, but in the second sentence someone is being asked if they are coming to see Ali.</p> <p>Do not accept responses that only explain the meaning of one sentence.</p>	1 mark

Commentary: This question assesses the use of commas to clarify meaning or avoid ambiguity in writing. This is a new part of the framework, replacing commas to mark phrases or clauses (with 6.6b, Q13 below).

Content domain: G6.6a - commas to clarify meaning

How can I help my child?

- ✓ Ask children to identify different word classes in texts, e.g. can you spot all the adjectives?
- ✓ Ask children to place the punctuation into a piece of writing.
- ✓ Revise the grammar features within sentences.
- ✓ Use support materials on the BBC KS2 Bitesize revision site:
http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/
- ✓ Practise spelling regularly and place these into sentences to show that the words can be applied.

Maths

Key Stage 2 maths

Children sit three papers in maths:


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

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

7

$$89,994 + 7,643 =$$



1 mark

8


$$\boxed{} = 435 - 30$$



1 mark

9

$$96 \div 4 =$$



1 mark

19

$3^2 + 10 =$

A grid of red lines on a white background, intended for showing the steps of the calculation. The grid is 20 columns wide and 10 rows high.

1 mark

20

$0.9 \div 10 =$

A grid of red lines on a white background, intended for showing the steps of the calculation. The grid is 20 columns wide and 10 rows high.

1 mark

21

$4 - 1.15 =$

A grid of red lines on a white background, intended for showing the steps of the calculation. The grid is 20 columns wide and 10 rows high.

1 mark

24

$$\frac{4}{7} + \frac{5}{7} =$$



1 mark

25

$$20\% \text{ of } 1,800 =$$



1 mark

26

$$15 \times 6.1 =$$



1 mark

3

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

$$\begin{array}{r} 15\boxed{} \\ + 4\boxed{}4 \\ \hline \boxed{}15 \end{array}$$

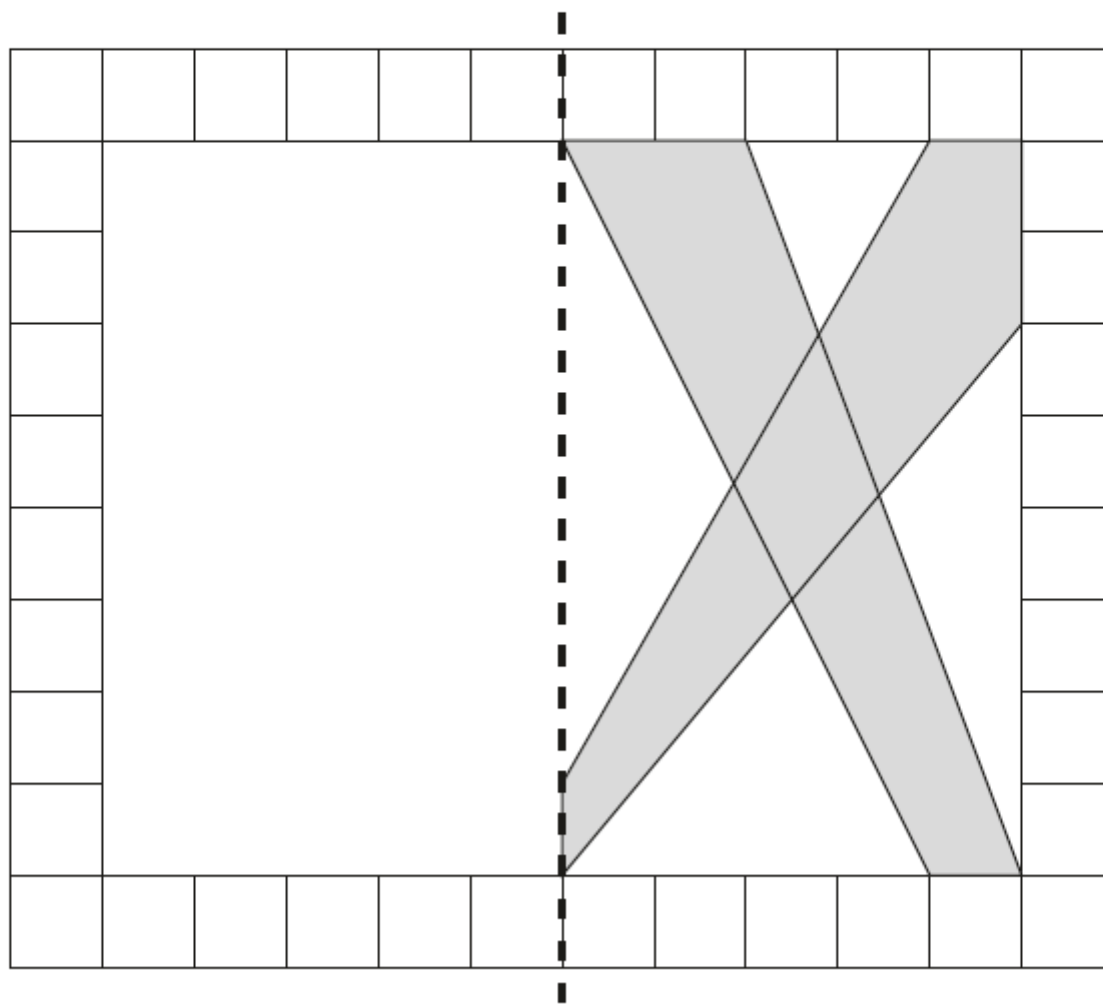
2 marks

6

This diagram shows a shaded shape inside a border of squares.

Draw the reflection of the shape in the mirror line.

Use a ruler.



mirror line

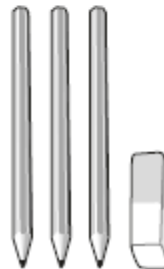
1 mark

9

6 pencils cost £1.68

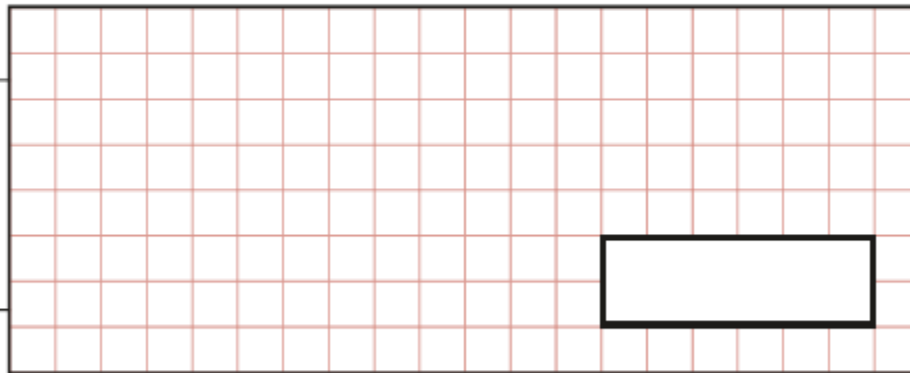


3 pencils and 1 rubber cost £1.09



What is the cost of 1 rubber?

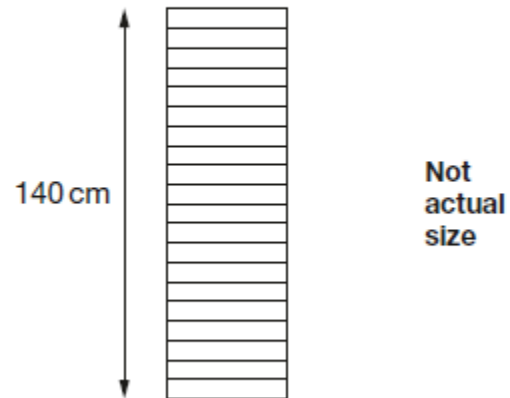
Show
your
method



2 marks

13

A stack of 20 identical boxes is 140 cm tall.



Stefan takes **three** boxes off the top.

How tall is the stack now?

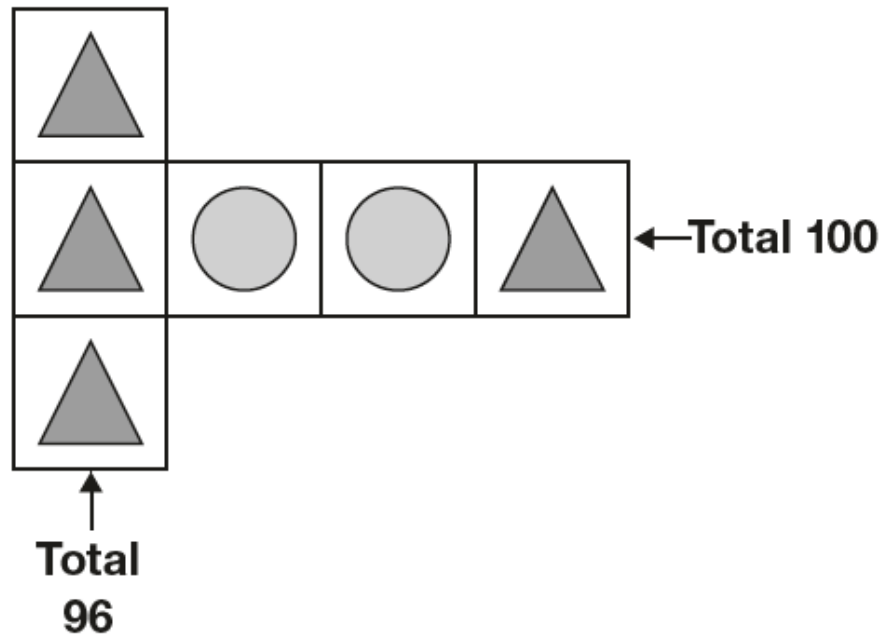
Show your method

A large grid is provided for showing the method. A small box labeled "cm" is shown in the bottom right corner of the grid.

2 marks

4

Each shape stands for a number.

Work out the **value** of each shape.

$$\triangle = \underline{\hspace{2cm}}$$

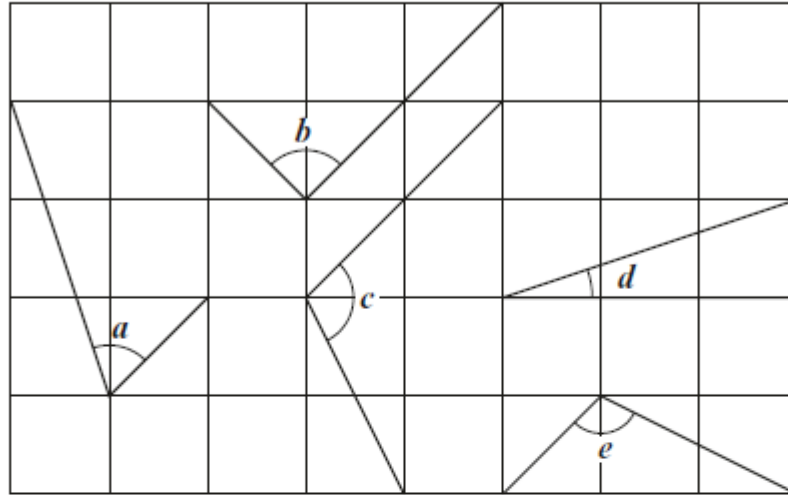
1 mark

$$\circ = \underline{\hspace{2cm}}$$

1 mark

7

Here are five angles marked on a grid of squares.



Write the letters of the angles that are **obtuse**.

1 mark

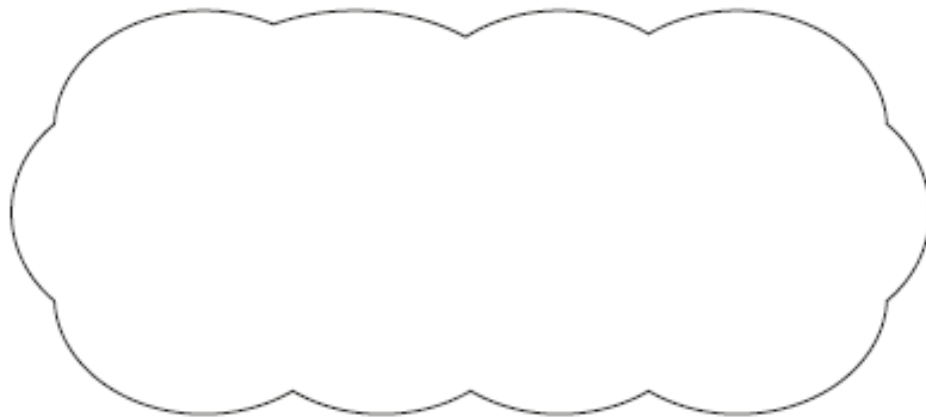
Write the letters of the angles that are **acute**.

1 mark

21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to 18×326



1 mark

How can I help my child?

- ✓ Review knowledge of the four operations – addition, subtraction, multiplication & division
- ✓ Ask children to explain how they solved a question.
- ✓ Encourage children to use mathematical vocabulary
- ✓ **Practise quick mental recall of multiplication facts up to 12 x 12 and their related division facts**
- ✓ Practise reading a variety of charts, calendars and tables
- ✓ Teach children to tell the time

Science

Children do not sit a science paper.

The work done during science lessons will be used to assess where a child is in relation to national expectations.

It is important that children:

- ✓ Have plenty of rest time
- ✓ Enjoy the fresh air and exercise
- ✓ Speak to an adult about any concerns