

SATS 2019

Tests : 13th-16th May

Meeting for parents 6:00-6:30pm

Timetable for the week

- MONDAY

English Paper 1: SPaG Short Answer Questions 45 minutes

English Paper 2: Spelling

- TUESDAY

Reading Paper: Comprehension paper 60 minutes

- WEDNESDAY

Maths Paper 1: Arithmetic Paper 30 minutes

Maths Paper 2: Reasoning Paper 40 minutes

- THURSDAY

Maths Paper 3: Reasoning Paper 40 minutes

Outline of a day

- 9:00 Register
- 9:30 Test
- 10:30 Break
- 11:00 Regular timetable
- 12:30 Lunch
- 1:30 Regular Timetable plus fun extras

Equipment

- Clear pencil case
- Pencils x 2
- Pens x 2
- Ruler with cm and mm x 1
- Protractor
- Encouraged to cross out mistakes
- We provide spare pencils, pens, protractors, mirrors

SPaG

- Grammar, Punctuation and Spelling
- Spelling test

6 Which sentence uses the **colon** correctly?

Tick **one**.

I bought several beach toys a bucket: a spade a ball and a kite.

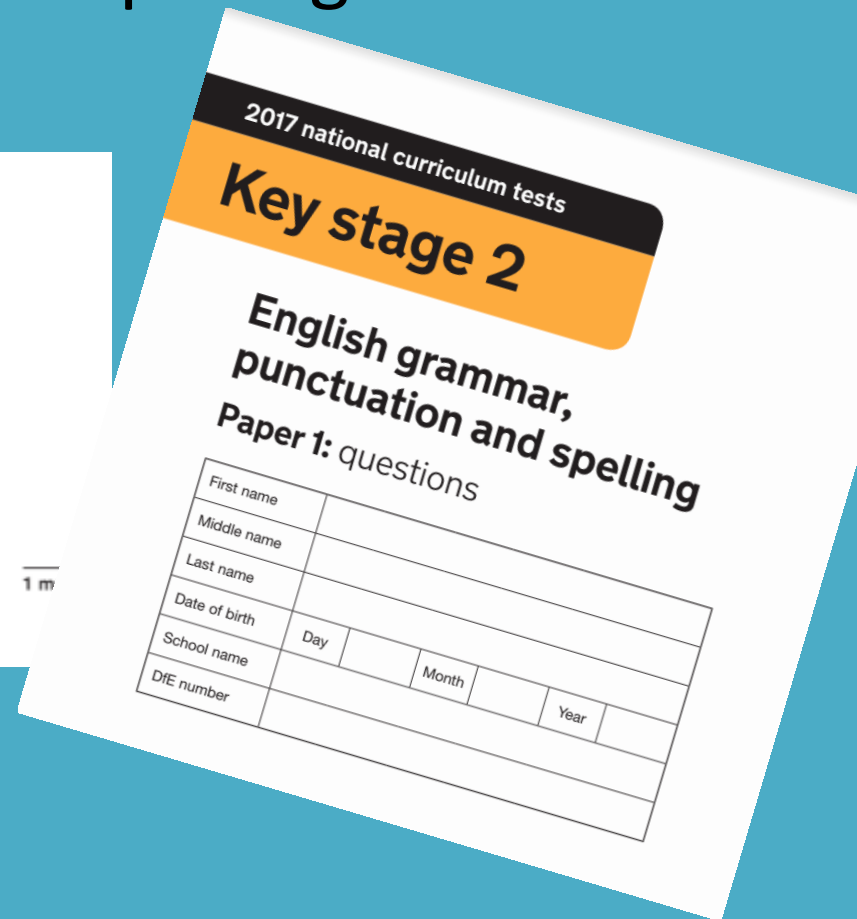
I bought several beach toys a: bucket, a spade, a ball and a kite.

I bought several beach toys: a bucket, a spade, a ball and a kite.

I bought several: beach toys, a bucket, a spade, a ball and a kite.

1 m

Spelling	incorrect spellings of the correct response if no specific mark scheme guidance is given.	incorrect spellings of answers for which the mark scheme requires correct spelling. Correct spelling is required for the award of the mark for the majority of questions in Paper 1, especially for questions assessing contracted forms, verb forms, plurals, prefixes and suffixes.
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Spelling

Previous test words

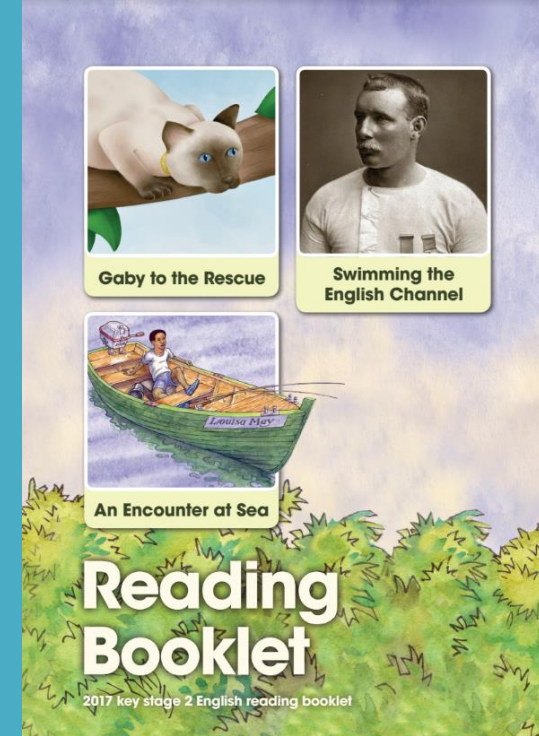
YEAR 6 SATS Spelling Words most frequently used in past papers		
add s attempts carriages stripes structures visitors engines castles foundations creatures hedges materials pieces selects	y to an i and add es bodies cities families	add ing according building climbing fighting interesting extinguishing resting gleaming sprawling spreading vanishing
drop e add ing challenging escaping exciting moving including raising	double last letter add ing planning beginning topping swimming	Superlatives biggest largest nastiest tallest widest
Verb Endings add ed absorbed delivered designed developed	Verb Ending Double letter grabbed occurred planned slipped	just add d arrived injured replaced involved required

Key Stage 2 words to practise

Words beginning with dis dis dis appear dis agree dis approve dis connect dis qualify dis order dis continue dis obey dis comfort dis honest	Words with 'able' capable able table vegetable fable cable reliable probable irreplaceable noticeable	Words with dg knowledge smudged bridge porridge nudged fridge dodgem badger judged trudged
Words with 'ei' receipt seize	Words with 'ia' special carriages	Plurals of words ending with 'y' families

Reading

- Example paper
- Types of questions
- Time and help



1 Look at the paragraph beginning: *Glancing nervously...*
Find and copy one word meaning relatives from long ago. 1 mark

2 The struggle had been between two **rival** families...
Which word most closely matches the meaning of the word **rival**?
Tick one.

equal

neighbouring

important

competing

1 mark

3 Look at page 4.
How can you tell that Maria was very keen to get to the island?

1 mark

20 Do you think that Martine will change her behaviour on future giraffe rides?
Tick one.

yes

no

maybe

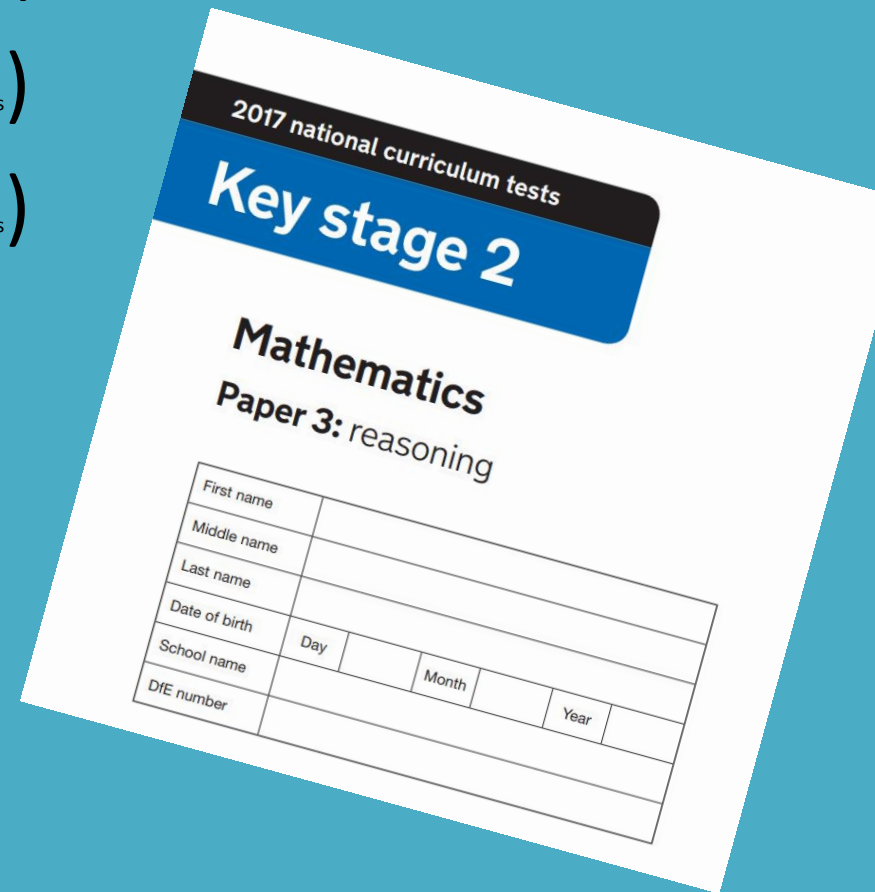
Explain your choice fully, using evidence from the text.

Maths

- Paper 1 Arithmetic (40 marks)
- Paper 2 Reasoning (35 marks)
- Paper 3 Reasoning (35 marks)

- Examples

- Help if asked



Writing

- End of year expected standards

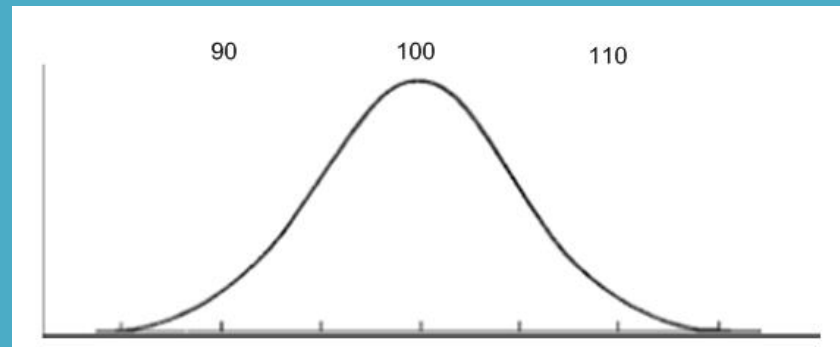
WTS
Write for a range of purposes
Use paragraphs to organise ideas
In narratives, describe settings and characters
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
Use capital letters, full stops, question marks, 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

GDS
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 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.

EXS
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 [^] (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.

Results

- They are returned to us in July
- Reports include Teacher Assessment: WTS, EXS, GDS (*writing only*)
- Results
 - 100 (Expected)
 - 110 (High Achieving)
- Results shared with secondary schools which inform target setting and groupings



How can you help

- Do re-assure your children, talk to them about the week
- Sensible bedtimes
- Not in a rush in the morning

- Illness
- Please call school if there are illnesses

Useful websites:

- Rising Stars revision books (Maths)
- BBC bitesize KS2
- Primaryhomeworkhelp.com
- SPAG.com
- Times Tables Rock Stars

