

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.	<input type="checkbox"/>	<input type="checkbox"/>
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.	<input type="checkbox"/>	<input type="checkbox"/>
Jamie will go ice-skating <u>if</u> I go with him.	<input type="checkbox"/>	<input type="checkbox"/>

Find out when a meteor shower is due and arrange to go star spotting with an adult...

In this sentence, the word *arrange* is closest in meaning to...

Tick **one**.




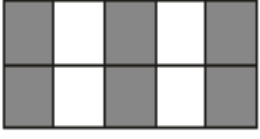
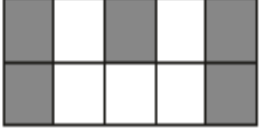
- set out.
- meet.
- pack up.
- plan.

4

Here are some shapes made of squares. A fraction of each shape is shaded.

Match each shape to its equivalent fraction.

One has been done for you.

	<input type="checkbox"/> $\frac{7}{10}$
	<input type="checkbox"/> $\frac{3}{5}$
	<input type="checkbox"/> $\frac{1}{2}$
	<input type="checkbox"/> $\frac{4}{5}$
	<input type="checkbox"/> $\frac{3}{10}$



YEAR 6 SATS

Monday 13th – Thursday 16th May 2019

CONTENTS

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- About the Tests
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KEY STAGE 2 SATS

- SATs, or Standard Assessment Tests, are the name for National Curriculum Tests.
- They are statutory end of Key Stage tests
- They are taken in Maths, Reading and SPAG (spelling, punctuation and grammar)
- Each test question is worth a number of marks, ranging from 1 to 3.
- By looking at the number of marks, you can get an idea of what may need to be done to answer the question.
- Papers are sent away for independent marking. They are scanned in and marked on screen so clarity of work is important.
- After the results come in, our staff can check the papers for accuracy of marking and tallying the marks as mistakes have been found in the past.

HOW WILL OUTCOMES BE REPORTED?

- Since 2016, KS2 national curriculum test outcomes are no longer reported using levels. Scaled scores are used instead.
- Instead of receiving levels as has happened up until 2015, each pupil sitting the tests will receive:
 - A raw score – the total number of marks scored in the test
 - A scaled score – the raw score converted against a predetermined scale.
 - Confirmation of whether or not they have attained the national standard – a scaled score of 100 will be needed.
- In addition, all children will also be ‘teacher assessed’ in each of reading, writing and maths.
 - Working at the expected standard or not in maths and reading
 - Working towards, working at, or working at greater depth for writing.

A WORD OF WARNING

- The new assessments have had a very definite rise in expectations. A child now has to be able to do a lot more to be at the expected standard this year than they had to do in previous years under the old National Curriculum.
- There is a complete change in assessment – many areas are now complete fit, instead of best fit – e.g. writing

READING

Anousheh's Space Blog

September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.

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.

Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

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

READING

- The texts in the English reading booklet will not be linked by a theme. The booklet will contain three or four different texts. Texts should start with the most accessible, and get more challenging. Each text will still contain the same variety of questions (inference, authorial intent etc.)
- Children will have a total of one hour to read the texts and complete the questions at their own pace.

READING

- The reading answer booklet will comprise of approximately 35 to 40 questions (totalling 50 marks).
- The questions are:
 - shorter, closed response items (such as multiple choice and matching questions)
 - shorter, open response items
 - longer, open response items that require children to explain and comment on the texts in order to demonstrate a full understanding.
- Questions are worth 1, 2 or 3 marks.

READING

- This has been the most challenging of the tests in the past three years.
- There was a higher focus on the vocabulary used.
 - What impression do you have of ...
 - Lots of questions involving unusual and unfamiliar vocabulary – bewilderment, parched, rehabilitate etc.
- The threshold required last year to be at the required standard was significantly higher than it was to be at the required standard in 2016.

SPAG

Tick to show which sentence uses the **past progressive**.

- After Ali finished his homework, he went out to play.
- Gemma was doing her science homework.
- Jamie learnt his spellings every night.
- Anna found her history homework difficult.

Tick one.

Which option completes the sentence below so that it uses the **subjunctive mood**?

I wish I _____ free to come to your party, but I am afraid I will be busy.

- Tick **one**.
- were
- could be
- was
- may be

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

The children played on the swings.

Circle the **adverb** in the sentence below.

"Soon," he thought, "I'll be able to see my family."

Draw a line to match each word to its correct **antonym**.

Word	Antonym
meandering	confront
sympathetic	unfeeling
evade	unbelievable
plausible	straight

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

- Tick **one**.
- as a preposition phrase
- as a relative clause
- as a main clause
- as a noun phrase

SPAG

- Children will complete two tests:
 - A grammar and punctuation test. This contains short answer questions and assesses grammar, punctuation and vocabulary. Each question is worth one or two marks. The questions range from multiple choice to words or short phrases.
 - A spelling test. In this test, 20 words will be read out and the children need to attempt to spell the word correctly.
- There has been a significant shift in expectation here – especially with the terminology used.

MATHS

Here is a number written in Roman numerals.

CXV

Write the number in figures.

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?

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

What number is halfway between 1.4 and 2.1?

1 3 3 0 1 6

$$\frac{1}{4} \times \frac{1}{8} =$$

$$95\% \text{ of } 240 =$$

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

MATHS

- There are three maths papers. Two written, reasoning papers and an arithmetic paper. The papers include calculating skills, understanding of shapes, symmetry and reading charts.
- In all papers, children are encouraged to show how they arrived at an answer. Marks are awarded for showing working out, even if the answer is wrong. Children will also be expected to show an understanding of how to use and apply their mathematical knowledge in a variety of ways or 'to think like a mathematician'. There is NO calculator paper.
- The third paper is on arithmetic skills. The paper is completely number based, and is numerical only – there are no worded questions.

WRITING

- Writing is teacher assessed – there is no test.
- It will be assessed over a range of writing across the work that has been done this year.
- Writing is moderated to agree the school's judgements
- There have been two significant changes this year:
 - The expectation is much higher than previous years – in old money, the expectation is nearer a 4a/5c
 - The guidance for assessment is a 'complete fit', rather than a 'best fit'. This means that the children need to achieve ALL of the statements, including ones from the preceding grade.

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.¹

WRITING

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[^] (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.²

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 writing³ 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.[^]

[There are no additional statements for spelling or handwriting]

HOW IS SATS WEEK ORGANISED?

- A timetable is issued to school, telling us on which days tests must be administered.
- We can determine at what time tests begin.
- All children must sit the tests at the same time.
- Tests are completed in the classrooms, and in any available spaces, with any displays that may help covered over.
- The LA monitor 10% of schools per year – we were monitored last year

SATS TIMETABLE

Monday 13 th May	SPAG test (15 mins spelling test + 45 mins grammar and punctuation test)	
Tuesday 14 th May	Reading Test (1 hour)	
Wednesday 15 th May	Maths Paper 1, Arithmetic test (30 mins) NO CALC	Maths Paper 2, Reasoning (40 mins) NO CALC
Thursday 16 th May	Maths Paper 3, Reasoning (40 mins) NO CALC	

HOW ARE SATS CARRIED OUT

- The tests are carried out in familiar surroundings with as much sensitivity as it is possible, mainly in the classrooms, although some children will work in areas around the school.
- The lead invigilator will be the Headteacher.
- Everything will be done to help your child feel at ease and to allow them to give of their best.

HOW CAN YOU HELP

- SATs can be a worrying time for your child and can lead to nervousness as the tests approach. Good coping strategies include:
 - Reassure them that they just have to try their best on the day.
 - Allow them to choose a small favourite toy to take in for comfort.
 - Keep an early and regular bedtime routine in the days leading up to and including the test week.
 - Ensure your child has breakfast every day, especially during the week of the tests. Research shows that children who miss breakfast perform worse in late morning.
 - Check your child can tell the time accurately so they will know how long there is to go in the test.

USEFUL WEBSITES

- Useful websites for Year 6 SATs revision
- <http://www.compare4kids.co.uk/learn.php>
- <http://www.bbc.co.uk/bitesize/ks2/>
- <http://amathsdictionaryforkids.com/>

ADDITIONAL THINGS WE OFFER

- Breakfast club
 - During SATs week, children can come in to school at 8:30 for breakfast and to enable a smooth transition for the day.
- General help and support
 - If you or your child have any concerns, either about the test, or any of the content, then please come and talk to us to see if there is anything we can do to help.
 - We will be sending home a SATs parent guide with commonly misspelled words and other useful information.

WHAT HAPPENS WITH THE RESULTS?

- Reading, SPAG and maths tests are all externally marked.
- Test results are marked on screen and so are no longer returned to school. However, in July, results are returned to school and these will be reported, along with teacher assessments, to parents by the end of the year.
- Secondary schools also use this data to support their transition programmes for moving in to Year 7.

