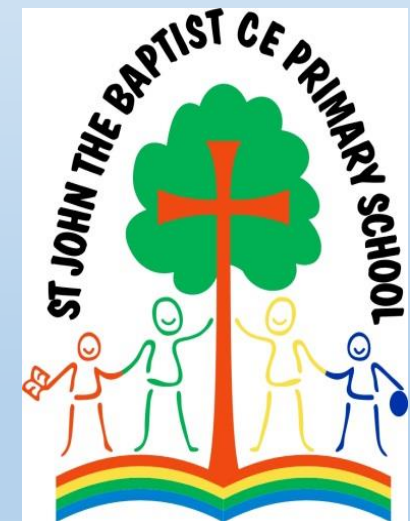


2023-24 SATs tests

How to support your child at home



2024 SATs



In the summer term of 2024, as far as we know, all children in Year 6 will be taking SATs papers.

During the week beginning 13th May the Year 6 pupils will sit tests in

- Reading
- Maths
- Grammar, Punctuation and Spelling

These tests are both set and marked externally. Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment. These results are passed to their next school and used to make future predictions.

A Standardised score of 100 is the age related expectation (ARE). Currently, a score of 110 is Greater depth (GDS)

Writing



- There is no writing test. Teacher assessment takes place over a number of independently written pieces throughout the year. The local authority regularly moderates teacher assessment. The deadline for teacher assessment judgements is the end of June.
- The focus for writing has moved greatly, with much of the expectation being around a child's ability to use and apply grammar rules, spellings and to have neat, joined handwriting.

Reading



The reading test will be a single paper with questions based on at least 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.'

How to support your child with reading



- What is your child reading? Level of language is important (see link to recommended reading list on next slide)
- Ask your child to read for at least 10 minutes every day. Perhaps ask them to read one chapter in their book.
- Once they have finished reading, ask your child a range of questions. These questions should test the understanding and deepen their knowledge of what they have read.



The School Reading List

Recommended reading books for primary & secondary aged children in the UK

[EYFS & KS1 books](#)[KS2 books](#)[KS3-5 books](#)

[Home](#) » [Reading lists for KS2 school pupils](#) » Recommended reading list books for Year 6 pupils aged 10-11

Recommended reading list books for Year 6 pupils aged 10-11

Last updated on November 12, 2023 by Tom Tolkien

Books for Year 6 – here’s our selection of recommended titles chosen by experienced teachers and librarians. Are you looking for a storybook for the classroom, the library, or your child’s collection, or choosing titles for a class reading list, or curriculum spine of year 6 books to motivate your pupil to read more? The following list contains 40 titles for children aged 10-11 in KS2 of primary school, suitable for individual reading, paired reading, class teaching, and book clubs. These age-appropriate reading-for-pleasure recommendations for UKS2 students consist of a variety of fiction and nonfiction books for all ability ranges and interests. The books in this list are reviewed termly and include middle-grade novels and stories by Jamila Gavin, Onjali Rauf, Jasbinder Bilan, David Almond, Lara Williamson, JRR Tolkien, Michelle Magorian, Maz Evans, Zizou Corder, Nina Bawden and more.

✓ For book prices and ordering, click on the cover image. [International orders click here](#)



‘ If you don’t like to read, you haven’t found the right book. ’

J.K Rowling

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>

What Does **Rex Retriever** Do?

Rex Retriever helps with content domain **2b**:

Retrieve and record information/identify key details
from fiction and non-fiction.

This means that he is there to help you to find
key pieces of information within the text you are reading.

He helps you to do this by looking through the text for a specific answer. With Rex Retriever questions, the answer you are looking for is always in the text somewhere... you just have to find and **retrieve** it!



What Does Inference Iggy Do?

Inference Iggy helps with content domain **2d**:

Make inferences from the text/explain and justify inferences with evidence from the text.

This means that he is there to help you to **pick up ideas from the text** that are **not always written** in the text itself.

He helps you to do this by getting you to read the text as if you are a detective. **You're not looking for what is there – you're looking for what is meant by it.** For example, if the text says 'Jenni's face was red – she wrinkled her brow and began to shout', what could you infer about how Jenni feels?



What Does **Vocabulary Victor** Do?

Vocabulary Victor helps with content domain **2a**:

Give/explain the meaning of words in context.

This means that he is there to help you to work out the **meaning** of words you don't know.

He helps you to do this by looking at the words or phrases you're unsure of in **context**. This means using the story so far, the sentences around them and what you already know about the plot to figure out what the word must mean.

What Does Summarising Sheba Do?

Summarising Sheba helps with content domain **2c**:

Summarise main ideas from more than one paragraph.

This means that she is there to help you to **sum up** what you've read.

She helps you to do this by reading the text, **picking out the key points** that are really important and giving a quick run down of the text's main ideas.

Imagine that you've read a book and have to text your friend about the plot – which key messages would you tell them and which would you leave out?



What Does Arlo the Author Do?

Arlo the Author helps with content domain **2g**:

Identify/explain how meaning is enhanced through choice of words and phrases.

This means that he is there to help you to spot examples of **ambitious vocabulary** and **figurative language** within the text.

When you find them, Arlo helps you to think about **why** the author made those vocabulary choices and how they give a **certain meaning** to the text.

For example, an author could say that the water in a lake was still and reflective. However, for effect, they could describe the water as 'like a sheet of glass'.

What Does **Cassie the Commentator** Do?

Cassie the Commentator helps with content domains **2f** and **2h**:

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.

This means that she is there to help you to do two things:
Explain how certain parts of a text build or change an overall message or meaning.

Say how characters or events within the story are similar to or different from each other or how a single character changes over the course of a story.



What Does Predicting Pip Do?

Predictive Pip helps with content domain **2e**:

Predict what might happen from details stated and implied.

This means that she is there to help you to try to make a **logical and reasonable guess about what could happen next.**

She helps you to do this by getting you to look at what has already happened, what the characters may have hinted is coming up or what has been implied by the author's use of language. If someone brought a cake lit with candles into a birthday party, what would **logically** happen next?



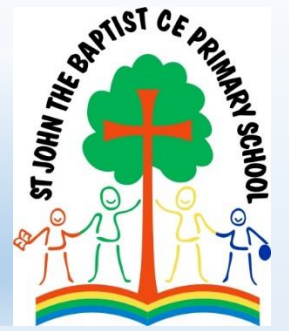
Grammar, punctuation and spelling test



The grammar, punctuation and spelling test will consist of two parts

- A **grammar and punctuation paper** requiring short answers, lasting 45 minutes, (50 marks)
- A **spelling test of 20 words**, lasting around 15 minutes (20 marks).
- The spelling words will follow the rules taught in Year 6 and tested during their weekly spelling test.

Sample KS2 grammar 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

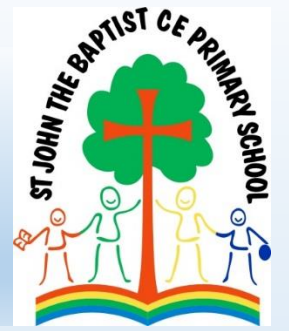
understood

legible

frost

do

Sample KS2 grammar questions



Which sentence has been punctuated correctly?

Tick one.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

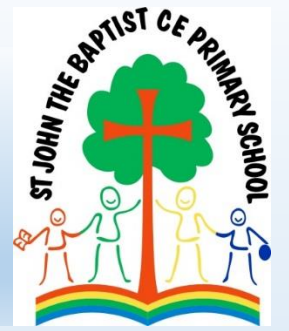
Explain how the use of **commas** changes the meaning in the two sentences.

Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.

1 mark

How to support your child with grammar, punctuation and spellings.



- Help your child set time aside to practise the spellings that are sent home each week.
- You could use the Look / Cover / Say / Write technique.
- The grammar paper relies on a child knowing and understanding the grammar terminology e.g. subordinate clause, adjective, article, passive.
- Weekly homework recaps these terms and there are revision guides available which will help children practise.

KS2 maths



- Greater emphasis on fluency, understanding and reasoning

The children will sit three papers in maths:

- Paper 1: arithmetic, 36 questions in 30 minutes (40 marks)
- Papers 2 and 3: reasoning, 40 minutes per paper (35 marks each)

KS2 maths

- Paper 1: arithmetic.

This will consist of fixed response questions, where children have to give the correct answers to calculations, including long multiplication and long division



- Sample arithmetic questions

$6.1 + 0.3 =$

$5 \times 4 \times 7 =$

$4^2 =$

$1440 \div 12 =$

$2.5 + 0.05 =$

$630 \div 9 =$

$20\% \text{ of } 1500 =$

$1.28 \times 100 =$

$2.4 \times 19 =$

$\frac{2}{5} + \frac{4}{9} =$

$\frac{1}{8} + \frac{3}{8} =$

KS2 maths

- Paper 2 and 3: reasoning



These include different types of questions including:

- Multiple choice (with reasons for answers)
- True or false
- Questions where children give the answer to a calculation, draw a shape or complete a table/chart
- Questions where the children will have to explain their approach to solving a problem

Sample KS2 maths reasoning questions



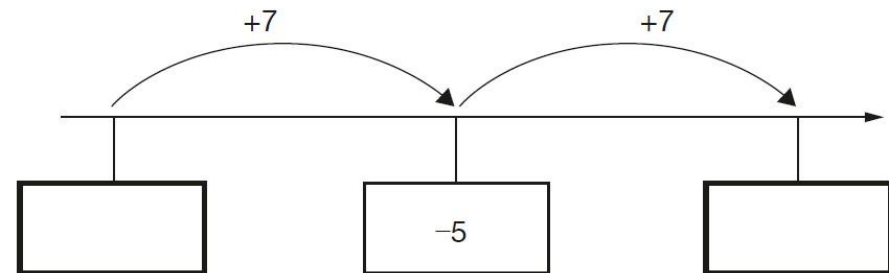
Write the two missing digits to make this long multiplication correct.

$$\begin{array}{r} \\ \\ \times \\ \hline 2 \\ 8 \\ \hline 1 \end{array}$$

3 marks

Here is part of a number line.

Write the missing numbers in the boxes.



2 marks

How to support your child with maths



- Test them at random times on their times tables, number bonds, names of shapes etc. and on telling the time.
- www.ttrockstars.com for times tables practice.
- CGP practice test papers will be issued from school to do at home, mark them for them and let them try to do corrections with prompts from you to support. If you need to look things up the CGP revision guides are good. You can purchase these on <https://www.cgpbbooks.co.uk/primary-books>

Marking and results



The tests will be sent away for independent marking. Children are given scaled scores.

- You will be given your child's raw score (the actual marks they get) alongside their scaled score and whether they have reached the expected level.
- A scaled score of 100 will be the expected level for Year 6.
- A scaled score of 110 is Greater Depth. The maximum scaled score is 120.
- For the Writing teacher assessment we need to give: working below the expected standard, working at the expected standard, working at a greater depth within the expected standard.

Top tips



- **Tip 1:** Remember your child's education is a partnership. Keep in contact with their teachers as they know your child's strengths and weaknesses.
- **Tip 2:** Support your child with homework tasks and daily reading. Try drawing or acting out answers of difficult concepts.
- **Tip 3:** Encourage your child to work to speed. Try timed recall of timetables in the car/journey to school. Set min challenges for example – 'Can you find the word on the page that means 'dangerous' you have 1 minute - go!' 'What is 10% of 150? You have 10 seconds - go!'
- **Tip 4:** Make sure your child is aware that getting stuck is not a problem. Move on and give them another challenge and come back to the hard ones at the end and/or go through it together.
- **Tip 5:** Encourage your child to believe in themselves, 'You can do it!'
- **Tip 6:** Remind your child that the tests are important, but that they are not the only way they are to be measured. We don't want child panicking or worried, we want them to be prepared.
- **Tip 7:** Approach a subject from lots of different angles. Software, games, activities, books, flash cards and practical applications all help? Make the revision time at home as fun and interactive as possible.
- **Tip 8:** It is easier said than done, BUT do not put your child under too much pressure. Have fun – they will find things easier to remember if they recall the good times they had learning.

PRACTICE WEEKS IN SCHOOL Week Beg 8th January and 4th March

we will report these results to you as soon as possible after the tests

Timetable



- Monday 13th May – Spelling, punctuation and Grammar
- Tuesday 14th May – Reading
- Wednesday 15th May – Maths paper 1 and 2
- Thursday 16th May – Maths paper 3

What happens if my child is ill on the day of the test?

If it is something minor, we would suggest for your child to come in and sit the test, before returning home. It can be arranged for your child to take the tests away from other pupils if this is required.

For more serious cases where it is clear the child cannot attend school, we apply to the DfE for your child to sit the test on a different day to their peers. There needs to be a doctor's note and it has to be serious.

Any other circumstances that may affect your child's performance should be reported to Mrs Nixon or Mrs Arnold

ANY QUESTIONS?



Please email any questions you might have to office@penistonestjohns.org FAO Mrs Palmer, Mrs Nixon, Mr Mullen or Miss Burgin. We will collate and answer them and share any general ones with everyone.