



RPS Year 6 SATS Workshop 2024

Aim of this workshop:

Set out the timeline of the upcoming SATs.

Provide a bit of information about what the SATs will be like and share examples of content.

Explain Access Arrangements.

Explain how parents can support children at home.

Top tips just before and during SATs.

SATS: Standard Assessment Tests

Date	Activity
Monday 13 th May	English grammar, punctuation and spelling Paper 1 (GPS) Paper 2 (spelling)
Tuesday 14 th May	English reading paper
Wednesday 15 th May	mathematics paper 1 (arithmetic) mathematics paper 2 (reasoning)
Thursday 16 th May	Mathematics paper 3 (reasoning)

Breakfast will be served from
8:15am from **Monday to Thursday**



GPS

Paper 1 grammar and punctuation (45 minutes)

40

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.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

Punctuation and Grammar

Punctuation and grammar tasks will be given out on a weekly basis, however as we get closer to testing they may be given out more frequently.

Please let us know if there is something that your child found difficult.

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

Spelling 2023 sample list of words

Qu.	Spelling	Mark	Content domain reference
1	lamb	1	S60 – words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
2	touch	1	S40 – the /ʌ/ sound spelt <i>ou</i>
3	numbered	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
4	undrinkable	1	S56 – words ending in <i>-able</i> and <i>-ible</i> ; words ending in <i>-ably</i> and <i>-ibly</i> S41 – prefixes
5	lyrics	1	S39 – the /i/ sound spelt <i>y</i> other than at the end of words
6	ought	1	S59 – words containing the letter string <i>ough</i>
7	misconduct	1	S41 – prefixes
8	glorious	1	S46 – the suffix <i>-ous</i>
9	obey	1	S52 – words with the /eɪ/ sound spelt <i>ei</i> , <i>eigh</i> , or <i>ey</i>
10	official	1	S54 – endings which sound like /fəl/
11	unique	1	S50 – words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i>
12	puncture	1	S44 – words with endings sounding like /ʒə/ or /tʃə/
13	steadily	1	S43 – the suffix <i>-ly</i>
14	mechanic	1	S48 – words with the /k/ sound spelt <i>ch</i>
15	preference	1	S57 – adding suffixes beginning with vowel letters to words ending in <i>-fer</i> S55 – words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i> S38 – adding suffixes beginning with vowel letters to words of more than one syllable
16	protein	1	S58 – words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
17	substantial	1	S54 – endings which sound like /fəl/
18	scenario	1	S51 – words with the /s/ sound spelt <i>sc</i>
19	optician	1	S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
20	currant	1	S61 – homophones and near homophones (Years 3 and 4); homophones and other words that are often confused (Years 5 and 6) S55 – words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
Total		20	

2023 Spelling script

Spelling 1: The word is **lamb**.

There was a **lamb** in the field.

The word is **lamb**.

Spelling 2: The word is **touch**.

I kept in **touch** with my old friends when we moved.

The word is **touch**.

Spelling 3: The word is **numbered**.

The questions were **numbered** from one to ten.

The word is **numbered**.

Spelling 4: The word is **undrinkable**.

The cup of tea was so hot it was **undrinkable**.

The word is **undrinkable**.

Spelling 5: The word is **lyrics**.

We learnt the **lyrics** to the song.

The word is **lyrics**.

Spelling 6: The word is **ought**.

You **ought** to wear your coat.

The word is **ought**.

Spelling 7: The word is **misconduct**.

The footballer got a red card for **misconduct**.

The word is **misconduct**.

Spelling

1. There was a _____ in the field.
2. I kept in _____ with my old friends when we moved.
3. The questions were _____ from one to ten.
4. The cup of tea was so hot it was _____.
5. We learnt the _____ to the song.
6. You _____ to wear your coat.
7. The footballer got a red card for _____.

Spelling



- Your child will be sent home spellings to support their in-class work.
- Please help your child learn them
- Spellings will be given out on a weekly basis, however as we get closer to testing they may be given out more frequently.

<p>Say it slowly, sound it out</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>Imaginary Phoneme Frames</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>Check – does it look right?</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>Syllables</p> <p>Clap or tap the beats of a word to break it into smaller, manageable chunks:</p> <p>Sep/tem/ber Im/por/tant Dic/tion/ary Con/den/sa/tion</p>	<p>Mind Photos – when a word is not phonetic</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>Analogy – Sounds like...</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>Root word + pattern/rule</p> <p>smile + ing = smiling (drop the e) cry + ed = cried (change the y to i) hop + ing = hopping (short vowel/single final consonant = double final consonant)</p>	<p>Mnemonics</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>Look it up</p> <p>Use dictionary or spell checker to find your word!!</p>

1. sharp
2. whiskers
3. surveyed
4. lying
5. rigid
6. intruder
7. scattered
8. enough
9. females
10. doubt
11. ravenously
12. approached
13. cautiously
14. bristling
15. sensible
16. height
17. corridor
18. proud
19. straightened
20. voice

Reading Paper (1 hour)



The most crucial aspects of reading at the end of Key Stage 2 are:-

- Accuracy (decoding familiar and unfamiliar words correctly)
- Fluency (speed and confidence)
- Comprehension (drawing meaning from text)

One paper based on reading comprehension of three to four different, un-linked texts, with a total of 35 to 40 questions. (Totalling 50 marks)

The least demanding texts will come first with the following texts increasing in level of difficulty. Questions worth 1,2,or 3 marks each.

*Lasts for 1 hour
(marked externally)*

Reading Paper (1 hour)



Questions 30–40

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.

30 Look at the first paragraph.
What suggests that the inside of the old farmhouse was not very well looked after?
Give **two** things.

Content domain: 2d – make inferences from the text / explain evidence from the text

Award 1 mark for reference to any **two** of the following:

- dusty, e.g.
 - the house had dust everywhere.*
- piles of candle wax, e.g.
 - no-one had bothered moving the candle wax that had melted.*
- cracked basins, e.g.
 - there were basins that were cracked.*
- smells old / of the past

Also accept reference to untouched books, e.g.

- books which hadn't been handled for a very long time.*

Also accept reference to unused rooms, e.g.

- there were rooms he never saw used.*

31 Look at the first two paragraphs.
Which sentence below **best** describes the farmhouse?
Tick **one**.

Content domain: 2c – summarise main ideas from more than one text

Award 1 mark for:

- 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.

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. _____

31 Look at the first two paragraphs

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

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.

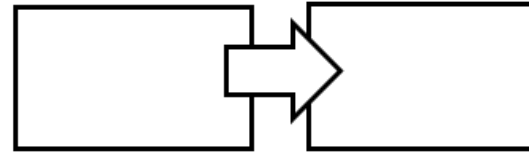
Reading Paper Question Stems



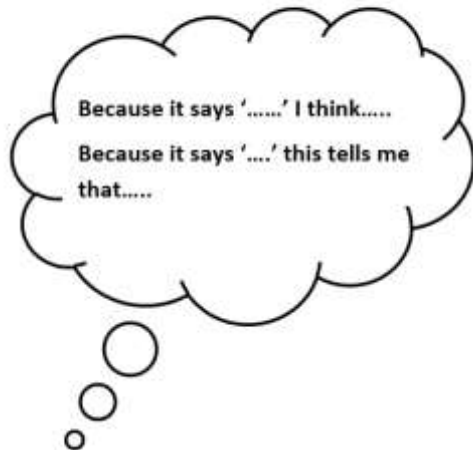
Find and copy



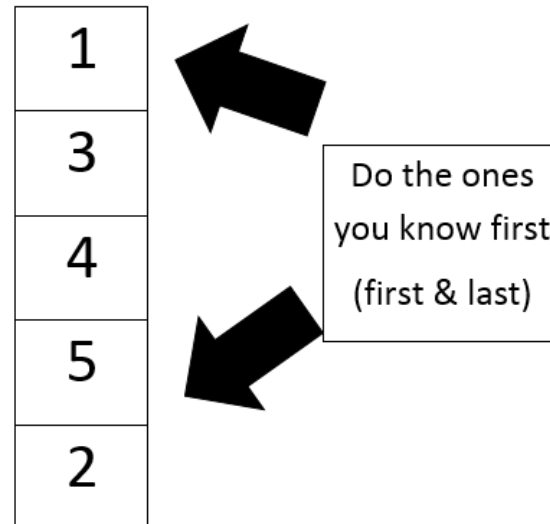
Near match



Inference 2/3 mark questions



Order



6

(a) Find and copy one word which shows that Yuri was not very careful when he put Veronika's bag down.

dumped

not
very
careful



1 mark

(b) How can you tell that Veronika did **not** trust Yuri to pack her bag properly?

Give **two** ways.

1.

she frowned at him.

2.

He might have been playing a trick on her.

2 marks

"Please wait," I said, panicking. "I just have to..." I turned, almost bumping into Yuri.

He dumped my bag at my feet. "Your belongings, ma'am."

I frowned at him. What was this? My brother being helpful!

"Is everything in there? My toothbrush? My kit?" I asked anxiously.

He bowed. "Your toothbrush. Your kit. Your Highness."

"You're sure?" I said. If he was playing one of his tricks...

"I'm sure." He gave me a sheepish grin.



Veronika plays for "The Parsnips", a girls' football team. In the extract below, Veronika is running late and has just got back to her house. Her sister (Sofi), brother (Yuri) and uncle are all waiting for the arrival of the team bus to pick her up. She is very excited because this is the day of the team's biggest challenge.

THE PARSNIPS

1

Waiting for me by the gate was Sofi, her wispy hair stuck to her chubby cheeks, her bottom lip jutting out. "You didn't come when I called you! You didn't come and I didn't know where you were."

"I am here now, silly," I said, offering her my hand. She yawned and slid her hand in mine. It was warm and sticky. "You didn't come," she repeated.

2

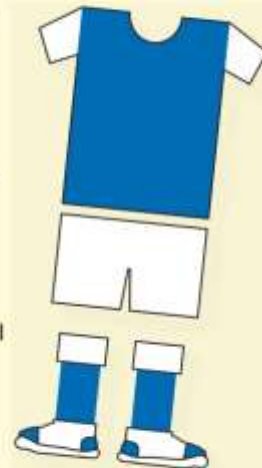
"Veronika, your boots," Uncle reminded me as I helped him and Sofi up the steps.

"Yes, Uncle, thank you."

"Always look after your boots. Look after your boots and they will look after you..."

Before I could reply, a banging on the front door startled all three of us. They were here!

Megan, my captain, beamed at me, her face shiny and excited. "Last port of call for Sherburn Sands! All aboard! Who's coming?"



Behind her, I could see our minibus parked in the middle of the street. Several faces peered through the windows and my team-mates waved at me.

"Please wait," I said, panicking. "I just have to..." I turned, almost bumping into Yuri.

3 He dumped my bag at my feet. "Your belongings, ma'am."

I frowned at him. What was this? My brother being helpful!

"Is everything in there? My toothbrush? My kit?" I asked anxiously.

He bowed. "Your toothbrush. Your kit. Your Highness."

"You're sure?" I said. If he was playing one of his tricks...

"I'm sure." He gave me a sheepish grin.

"I believe you," I said, giving him a swift kiss on the cheek. I dashed into the front room and kissed Uncle and Sofi, too, then darted back into the hallway. "Be good," I instructed Yuri, hoisting my bag onto my shoulders and following Megan into the street. My heart began beating fast. It was actually happening. World Cup tournament, here I come!

4
5 I turned and waved at the three figures at the window – and for a moment I didn't want to go. But only for a moment.



11

Number the following events 1 – 5 to show the order in which they happened.

The **last** one has been done for you.

Veronika waved to her family.

5

Yuri handed Veronika her kit bag.

3

Veronika met Sofi.

1

Veronika walked out to the bus.

4

Veronika helped Uncle up the steps.

2

1 mark

Do the ones you know first: 1 and 2 ?

Write the numbers by the side of the report
–where these events take place.

Maths

There are 3 papers: arithmetic (30 minutes) and two reasoning papers (40 minutes each)

Paper 1

Lasts for 30 minutes. 36 Q

Paper 2

Two problem solving and reasoning papers. Lasts for 40 minutes. NO TRACING PAPER

Paper 3

The tests have questions of 1 and 2 marks and children are given marks for working out if they finish the task, but get the answer incorrect.

NO CALCULATORS ARE ALLOWED

Arithmetic

23

$$0.5 \times 28 =$$

1 mark

30

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

1 mark

24

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

1 mark

31

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

1 mark

25

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

1 mark

32

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

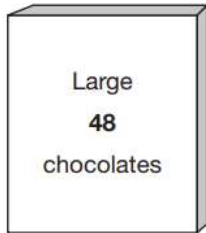
1 mark

Maths Reasoning

8

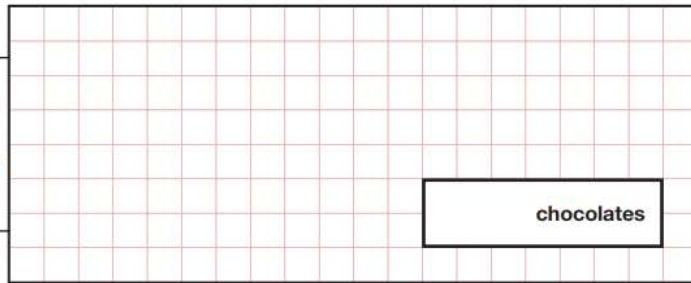
Ken buys 3 large boxes and 2 small boxes of chocolates.

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



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

Show
your
method



2 marks

17

There are 28 pupils in a class.

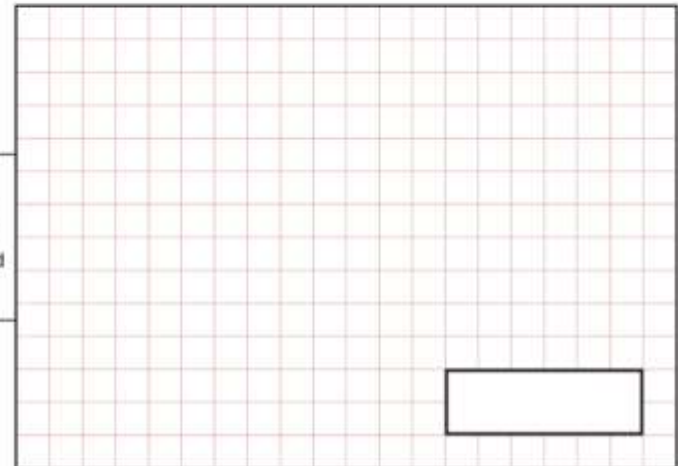
The teacher has 8 litres of orange juice.

She pours 225 millilitres of orange juice for every pupil.



How much orange juice is left over?

Show
your
method



3 marks

Maths

- Please support your child in completing their homework, letting us know if there was an area that your child found difficult.
- Please make sure that your child knows their times tables and key maths facts.

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

Writing

Focus on the progress children make throughout the school year, as opposed to a test-day snapshot of what they know.

DfE Guidance:- TA provides a rounded judgement that:

- is based on knowledge of how the pupil has performed over time and in a variety of contexts
- takes into account strengths and weaknesses of the pupil's performance

What is assessed in writing?

- Composition and Effect
- Text Organisation
- Sentence structure and Punctuation
- Spelling and Handwriting

Children are expected to be able to write using a range of different genres including:

- Newspaper report
- Biography
- Autobiography
- Diary Entry
- Narrative
- Formal letter
- Informal letter
- Report
- Recount
- Balanced argument
- Advert
- Instructions
- Playscript
- Poetry

Writing Assessment Framework

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 Assessment Framework

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

Working at the expected Standard

Morgan: annotations

Piece A: Short story	Key
Following a class reading of 'Tom's Midnight Garden', pupils were asked to write a story, incorporating a time slip between the present and the past, which links the main characters. The pupil uses a significant birthday gift of a photograph as the means by which her character, Anabeth, goes back in time, just as Tom used the clock in the novel.	[C] composition [GP] grammar and punctuation [T] transcription

This ambitious narrative centres on a special birthday gift and its apparent link to a mysterious figure, who may or may not be Anabeth's father, creating an element of uncertainty in the reader's mind as to whether he is alive or dead.

The story is structured in 3 sections, the central one being a dream-like sequence set in a different time and place.

[C]

"Happy 13th Birthday Ana!" Anabeth's mother exclaimed loudly, while handing Anabeth her birthday present.

"Thanks mum," she grimaced, "but you really didn't have to get me anything!"

"Ahh, come on, I didn't!"

Suddenly, Ana tore off the blue and pink polka dot wrapping paper, and laughed.

"Wow! Thankyou so much! **It's** just what I **wanted** needed!"

She smiled at the Neon blue pumps.

"OK...I'm going to go and try them on!" She got up and walked **out-of-th**

~~a room~~ to the couch.

"Oh...Wait dear, there's another present!" **The excited mother** was holding a rectangular box wrapped in brown, crusty paper.

Ana stared at the present with sadness. She knew what it was. **She knew** that **as soon as she** opened it, she would weep.

The story opens with a conversation between Ana and her mother, where Morgan skillfully uses dialogue to convey both character (...but you really didn't have to get me anything!) and to advance the action (...wait dear, there's another present!).
[C]

Here and elsewhere, contracted verb forms make the dialogue realistic.
[GP]

An expanded noun phrase conveys information to the reader effectively.
[GP]

Repetition here of *she knew* (from the preceding sentence) provides cohesion and emphasises Ana's state of mind.
[C]

A multi-clause sentence containing 2 subordinate clauses (*as soon as she opened it; that she would weep*) serves dramatically to withhold significant information from the reader.

[GP] [C]

Morgan: pupil scripts
Piece A: Short story

"Happy 13th Birthday Ana!" Anabeth's mother exclaimed loudly, while handing Anabeth her birthday present.

"Thanks mum," she grimaced, "but you really didn't have to get me anything!"

"Ahh, come on, I didn't!"

Suddenly, Ana tore off the blue and pink polka dot wrapping paper, and laughed.

"Wow! Thankyou so much! It's just what I **wanted**!"

She smiled at the Neon blue pumps.

"OK...I'm going to go and try them on!" She got up and walked **out-of-th**

~~a room~~ to the couch.

"Oh...Wait dear, there's another present!" The excited mother was holding a rectangular box wrapped in brown, crusty paper.

Ana stared at the present with sadness. She knew what it was. She knew that as soon as she opened it, she would weep.

"Um...oh," she said, "I always tried to forget about that!"

Her mother, now wining, placed it gently in Anabeth's cold pink hands.

"It's ok," she said, sighing, "you don't have to open it!"

Ana's mother started her daughter on the back.

"No! Ana mumbled, while letting her toes get like raindrops. "I'll open it."

Writing Assessment Framework

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]

Science



- Teachers are required to submit a teacher assessment based on work in class and school based tests.
- A pupil who has completed the programme of study will be judged as either ‘working at the expected standard’ or ‘has not met the expected standard’.

Access Arrangements

- Some children will receive access arrangements.

Types of access arrangements are as follows:

- Scribe
- Transcribe
- Reader (for tests that are not assessing reading)
- Prompter
- Rest break
- Additional time (writing or reading speed is slow)

What happens after the tests?

- These are sent away to be marked.
- The marks awarded are added up to give a raw score. This is then converted to a scaled score. A child needs to achieve a scaled score of 100 to be considered to be meeting the national standard.
- If a child achieves a scaled score of 110 or above they will be described as operating at Greater Depth

How you can support your child during the Easter Holidays

- Please make sure your children complete the holiday homework set.
- CGP provide bundles of 10 minute buster activities that are useful for children to practice.



<https://rotherhitheprimary.co.uk/sats-parent-workshop-presentations/>

SATS Parent Workshop Presentations Home > SATS Parent Workshop Presentations

Year 6 SATs 2022

Welcome to our Year 6 SATs webinar 2022. This webinar and powerpoint below are here to help you better understand the processes behind this years SATs. Please watch the video adjacent and click on the link below to download a powerpoint.

- [SATs Parent Meeting Spring 2 2022](#)

Aim of this webinar:

- Set out the timeline of the upcoming SATs.
- Provide a bit of information about what they SATs will be like and share examples of content.
- Explain Access Arrangements.
- Explain how parents can support children at home.
- Top tips just before and during SATs.

SATs Webinar 2022:


















<https://www.bbc.co.uk/bitesize/primary>

Year 3 Year 4 Year 5 **Year 6**

Year 6 subjects

These subjects may contain both Guides for students and Classroom videos for use by teachers.

 Citizenship	 Computing	 English	 English as an additional language	 French	 Geography
 History	 Mandarin	 Maths	 Modern Foreign Languages	 Music	 Religious Education
 Science	 Spanish	 Welsh Second Language			

The night before the tests...

- Make sure that they are not studying all evening.
- Ensure that they relax and get a good night sleep during the week of the tests.



- Make sure your children arrive promptly at school. (We will be running a special breakfast club for them at 8:15am).
- Praise your children for their effort when they arrive home at the end of the day.

Remind your children about good test techniques:

- Read questions carefully.
- Think about what the question is asking and remember strategies that they have been taught.



- If they are stuck on a question move on to a question that they can answer. When they have completed the test, carefully check their answers and tackle any questions that they are unsure of.

- If your child is feeling anxious, reassure them and explain that these feelings are normal but encourage them to be positive and picture themselves trying their best- that is all anyone is asking of them! Positive self-talk releases a hormone called serotonin which helps children to keep calm and function well.



- Make sure your child is hydrated and remind them to drink especially if the weather is hot.

Any questions?

