A decorative graphic on the left side of the slide, consisting of a vertical black line intersecting a horizontal black line. To the left of the intersection are three overlapping squares: a blue one on top, a red one on the left, and a yellow one on the bottom.

**Welcome to our Year 6 SATs
briefing meeting**

25th February 2020

Wednesday: Arithmetic test

⌚ 30 minutes
☑ 40 marks

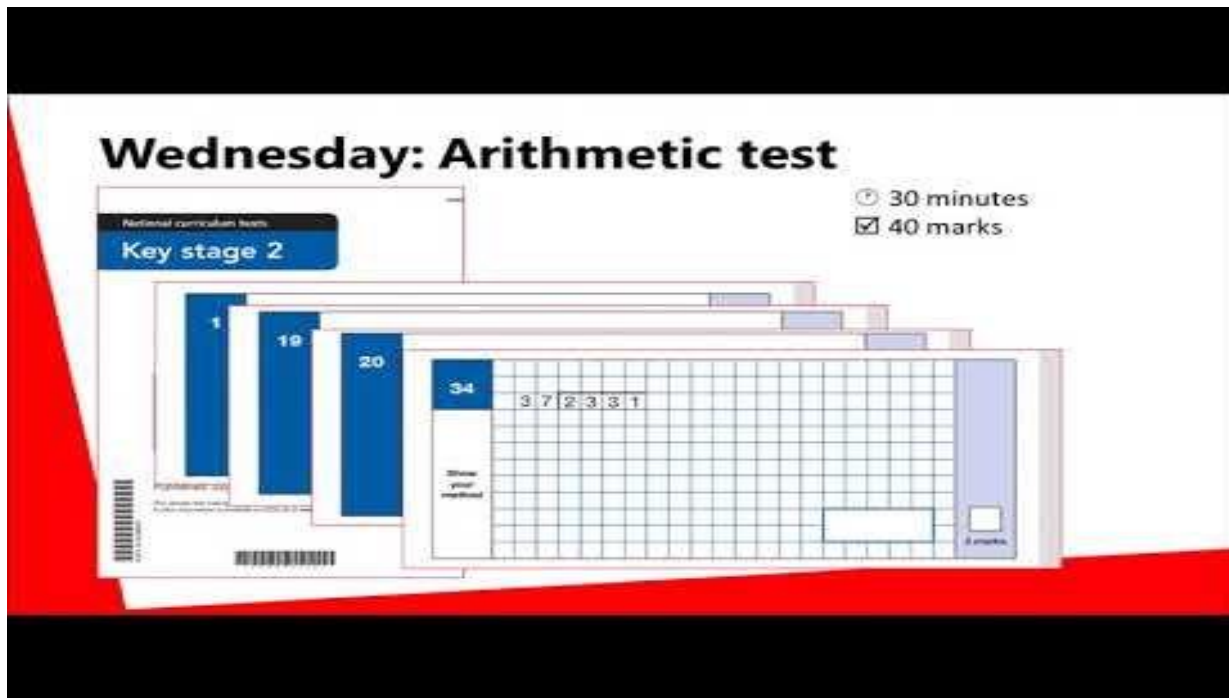
National curriculum tests
Key stage 2

1 19 20 34

3 7 2 3 3 1

Show your working

2 marks





Timetable 2020

Mnday 11th May	Tuesday 12th May	Wednesday 13th May	Thursday 14th May	Friday 15th May
<u>Grammar and Punctuation Paper</u> 45 mins Spelling Paper approx. 20 mins	<u>Reading Paper</u> 60 mins	<u>Maths Paper 1 - Arithmetic</u> 30 mins <u>Maths Paper 2- Reasoning</u> 40 mins	<u>Maths Paper 3 - Reasoning</u> 40 mins	<u>Writing task</u> 45 mins



Room Arrangements and Organisation

- All tests will be taken in Year 6 classrooms
- Children will be seated at either end of a single table
- All children are able to ask for a question to be read to them (except during the reading test)
- All relevant displays and prompts are covered
- All tests will be supervised by teachers and teaching assistants known to the children
- There are always at least two adults in each room

A decorative graphic on the left side of the slide, consisting of overlapping yellow, red, and blue squares with a black crosshair.

Results & Reporting

- All tests are externally marked.
- Writing will be 'teacher assessed' internally, as in recent years.
- To begin with, your child will receive a raw score and this is simply the actual number of marks they achieved in their SATs paper.
- Then, their raw score is converted into a scaled score and this is used to judge how well your child has done in their SATs paper.
- In KS2, 80 is the lowest and 120 is the highest score your child could get.
- We usually receive the provisional results for both the school's performance and your child's individual performance by the end of July. We will send these results out to you as soon as we have checked them.

How to shine as a Year 6 writer

How to shine as a Year 6 writer

<p>I can create an atmosphere and include dialogue to create exciting characters and action</p>	<p>I can use vocabulary and grammatical structures that reflect the level of formality mostly correctly</p>	<p>I can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs</p>	<p>I can use passive and modal verbs mostly appropriately</p>	<p>I can use a wide range of clause structures, sometimes varying their position within the sentence</p>
<p>-describe settings/characters -use ambitious vocabulary -use figurative language -add feelings -add dialogue</p>	<p>-think about your audience -convince your reader e.g. * action, tension, humour in a narrative *persuasive, bossy and emotive vocabulary to persuade *reported speech, formal tone and quotes for a newspaper</p>	<p>*group similar ideas together *link paragraphs together using words like: after a while, until now, after all. *link ideas together <u>in</u> a paragraph using words like: also, equally, though, all in all, nevertheless</p>	<p>Use modal verbs: *<u>should, could, can, shall, must, might, would, ought, may.</u> <u>Passive voice:</u> The ball was kicked by Will. The lolly was licked by Eva.</p>	<p>*Subordinate clause at the beginning- <u>Although it was sunny</u>, the children stayed indoors. *Relative clause- Will, <u>who enjoyed football</u>, played every week. *Embedded clause- Jim (<u>her naughty brother</u>) didn't want to go to bed.</p>
<p>I can use adverbs, preposition phrases and expanded noun phrases to add detail.</p>	<p>I can use inverted commas, commas for clarity and punctuation for parenthesis mostly correctly</p>	<p>I can sometimes use semi-colons, dashes, colons and hyphens correctly</p>	<p>I can spell most words correctly from the Year 5 and 6 list</p>	<p>I can maintain clear, joined-up handwriting throughout my writing.</p>
<p><u>Preposition phrases:</u> *<u>on</u> the bench *<u>around</u> the corner *<u>in</u> the house *<u>under</u> the tree <u>Expanded noun phrases:</u> *<u>pink flowery</u> dress *<u>stunning</u> and <u>magnificent</u> king *<u>vast, oak</u> table</p>	<p>*Inverted commas: Gemma said, "Don't be late!" *Commas for clarity: He <u>eats</u>, shoots and leaves. He eats shoots and leaves. *Commas, brackets and dashes for parenthesis: Will, <u>who enjoyed football</u>, played every week. Jim - <u>her naughty brother</u> - didn't want to go to bed.</p>	<p>*Eva loves lollies; strawberry floured ones are her favourite. *Eva and Will are friends - they have known each other for years. *Will likes two things: football and reading. *top-notch, Mother-in-Law, co-ordinate, passer-by, re-enter</p>	<p>See spelling wall and lists.</p>	

Antonym

opposite words
- rich and poor
- intelligent and stupid

Word Families

group of words that use the same root word
- friend, friendly, friendship

Singular & Plural Nouns

Singular nouns indicate there is one
- house, house, cat
Plural nouns indicate there is more than one
- houses, cats

mass nouns do not have a number, but are still plural
- chocolate, chocolate
words in compound nouns are challenging to pluralise
- baby's, babies
and compound nouns with a number
- 100's, 1000's
words in compound nouns change the plural form
- leaf's, leaves

Prefix

adds to the beginning of the word to make a new word
- happy (prefix 'happi') + form = formation

Synonym

words that mean the same
- city and urban
- sad and unhappy

Homophones

words that sound the same, but don't mean the same thing
- to, too, two

Vowels

a, e, i, o, u
Consonants all other letters

Suffix

add to the end of the word to make a new word
- agree + able (means 'agreeable') = agreeable
- agree + able (means 'possible to') = agreeable

Clauses

group of words that contains a verb, part of a sentence
Main clause
- simple sentence that contains subject and verb and makes sense on its own
- I like dogs.
Subordinate clause (or phrase)
- simple sentence which does not in its own right, which is where it's parent lives.
- The dog in the park, which (relative pronoun) is the capital of France (relative clause)

Relative clause

type of subordinate clause that describes noun who, which, that
- The dog in the park, which (relative pronoun) is the capital of France (relative clause)

Speech

includes anything that someone says or writes
- direct speech
- He said he'd go to the park.
- I said 'I don't want to go to school,' said Peter.
- I said 'I don't want to go to school,' said Peter.

Capital

uppercase letters
- start of sentence
- proper nouns

Commas, Hyphens, Bullet Points

used to separate, link, list, and add extra bits of information in the middle of the sentence

() Brackets, ... Ellipses, - Dashes

ways of adding and moving extra information in a sentence
- I had a great day () I usually have one for school.

Apostrophes

possessive
- use apostrophe (') to show possession
- The dog's collar is broken.
- The boys' shirts are dirty.
- I don't want to go to school, said Peter.
- I don't want to go to school, said Peter.

Command

when you are telling someone to do something, usually starting with a verb (bring your book)
- Use the present tense form.

Phrases

group of words which describe a verb, subject or form
- The young man.
Noun Phrases
- starts with noun
- The ability.
Adjective Phrases
- starts with adjective
- happy at his results.
Prepositional Phrases
- starts with preposition
- under the weather.

Semicolons, Colons

Semicolons
- used to show complex sentences
- I was very late, my response was almost hours.
Colons
- used to show a list of items used in between clauses in a sentence
- Bring these things to the picnic, coffee, cakes, and food.

Conjunctions

connecting words used to join two clauses or sentences
- and, but, or, so, because
- He likes dogs and she likes cats.

Connective

word or phrase that links clauses or sentences
- after, besides, however

Types of Sentences

Nouns
- has one clause
- Mr Jones is a great teacher.
Compound
- has 2 clauses joined together with a connective
- Mr Jones is a great teacher and she is always happy.
Complex
- has a main clause, subordinate and subordinate clause
- Mr Jones, who is a great teacher, always has a smile on his face.

Simple Present

something which happens regularly
- I visit school.

Modal Verbs

verb used to show the level of possibility, indicate ability, show obligation, give permission
- will, may, must
- I would love a sandwich for lunch.
- He must raise the wages tomorrow.

Simple Past

something that's finished
- I visited school last time.

Present & Past Perfect

Present perfect form
- use have/has
- I have used The Three Little Pigs.
Past perfect form
- use had
- He had left the room.

Subjunctive Forms

alternative forms something imagined, wished or possible, also used in conditional, wishes and requests
- If I were stronger, I would lift that box.

? Question

used to ask the reader to do something
- How many friends do you have?

Statement

simply tells the reader something
- There are many friends.

! Exclamation

used to show excitement or surprise
- The dog is happy!
- The dog is happy!

Noun

names, people, places, things
- Doghouse
- hand, table, dog
- Paper
- Smith, London
- Collective
- team, family, team
- Noun
- love, peace, hate

Pronoun

take the place of a noun
Personal
- I, you, she, him, us, it, them
Relative
- this, which, who, whose, whose
Possessive
- my, mine, your, his, her, their, theirs

Subject

the thing or person who is carrying out an action
- I like to read.

Verb

doing or action word
- play, read, study

Adjective

describes a noun
- a beautiful day

Adverbs

adds extra information about the time, place or manner of the verb or sentence
- many adjectives can be turned into adverbs by adding -ly to the end
- present is presently, beautiful is beautifully, slow is slowly

Adverbial Phrase

an adverbial phrase is when more than one word describes something
- The children are sitting on the floor watching the cartoon.

Determiners

words that introduce nouns
Articles
- tells you whether noun is specific (this) or general (a/an)
- She has a small suitcase.
- The cat sat under the table.

Preposition

shows the relationship between nouns
- after, above, on, under
- The dog ran under the table.
- After the exam, I got very happy.

Present & Past Progressive

Present progressive
- She is reading the book.
Past Progressive
- He was reading the book when I arrived.

Active & Passive Verbs

Active
- verb where the subject does the action
- The boy kicked the ball.
Passive
- verb where the subject of the action or has the action done to it
- The ball was kicked by the boy. The boy received the ball.

Vocabulary & Spelling

Standard English

Informal language

Linking Words

Sentences

One timer

Verb Forms & Tenses

How to help with Punctuation & Grammar



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Day 1
Basic Punctuation

Day 2
Commas &
Inverted Commas

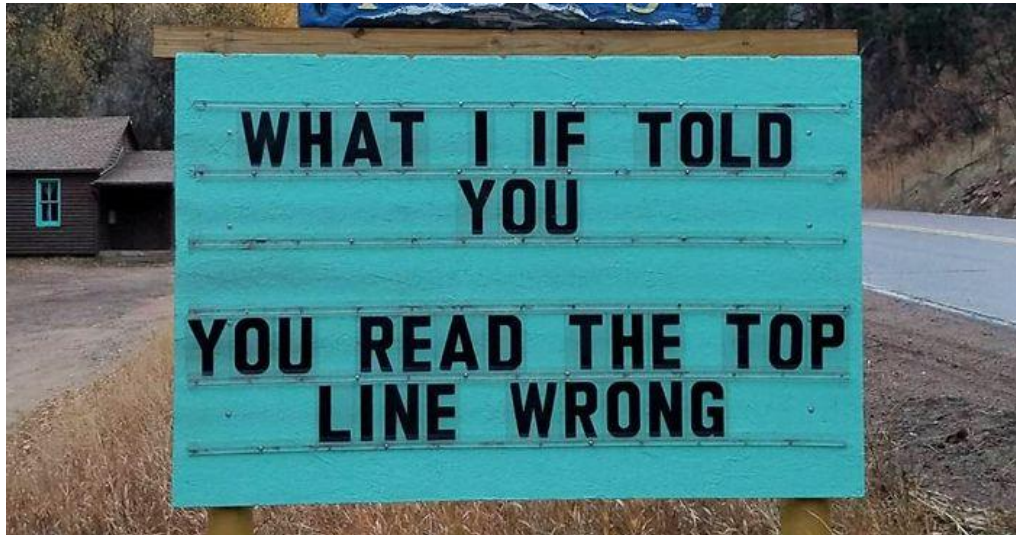
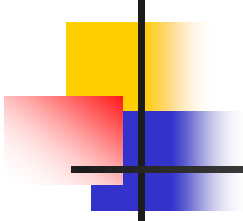
Day 3
Apostrophes

Day 4
Colons & Semi-
colons

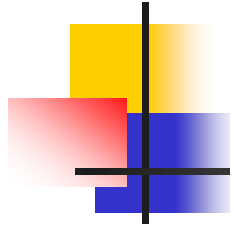
Day 5
Other Punctuation

Spag Short Answers
Test 1

Spag Short Answers
Test 2



How to help with Spelling



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Spelling
Test 1

Spelling
Test 2

Spelling
Test 3

Spellingframe



Spelling Rule 37 - Endings which sound like /ʃəs/ spelt -cious or -tious


[play](#) - [view words](#) - [print word list](#)

Spelling Rule 38 - Endings which sound like /ʃəl/ (e.g. social, crucial... etc.)

[play](#) - [view words](#) - [print word list](#)

How to shine as a Year 6 reader

How to shine as a Year 6 reader

<p>I can read age-appropriate books with confidence and fluency (including whole novels)</p>	<p>I can read aloud with intonation that shows my understanding of what is happening in the book</p>	<p>I can work out the meaning of words from the context</p>	<p>I can explain and discuss my understanding of what I have read, drawing inferences and justifying with evidence from the text</p>	<p>I can predict what might happen from details stated and implied</p>
<p>I can retrieve information from non-fiction</p>	<p>I can summarise main ideas, identifying key details and using quotations for illustration</p>	<p>I can evaluate how authors use language, including figurative language, and explain the impact on the reader</p>	<p>I can make comparisons within and across books</p>	

How to help with Reading



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Reading
Test 1

Reading
Test 2

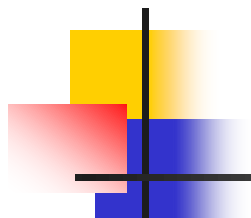
"I do believe something very magical can happen when you read a good book."

-J.K. Rowling



Keep sharing books- listen to your child read aloud and talk about the plot, the characters and the word choice of the author.

How to shine as a Year 6 Mathematician



<p>I can demonstrate and understanding of place value, including large numbers and decimals</p>	<p>I can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation</p>	<p>I can use formal methods to solve multi-step problems</p>	<p>I can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities</p>
<p>e.g.</p> <ul style="list-style-type: none"> what is the value of the '7' in 276,541? find the difference between the largest and smallest whole numbers that can be made from using three digits $8.09 = 8 + 9/\underline{\quad}$ $28.13 = 28 + \underline{\quad} + 0.03$ 	<p>e.g.</p> <ul style="list-style-type: none"> $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$ $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$ $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$ 	<p>e.g.</p> <ul style="list-style-type: none"> find the change from £20 for three items that cost £1.24, £7.92 and £2.55 a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll? a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left? 	<p>e.g.</p> <ul style="list-style-type: none"> one piece of cake that has been cut into 5 equal slices can be expressed as $1/5$ or 0.2 or 20% of the whole cake
<p>I can calculate using fractions, decimals or percentages</p>	<p>I can substitute values into a simple formula to solve</p>	<p>I can calculate with measures</p>	<p>I can use mathematical reasoning to find missing angles</p>
<p>e.g.</p> <ul style="list-style-type: none"> knowing that 7 divided by 21 is the same as $7/21$ and that this is equal to $1/3$ 15% of 60 $1\frac{1}{2} + \frac{3}{4}$ $7/9$ of 108 0.8×70 	<p>e.g.</p> <ul style="list-style-type: none"> perimeter of a rectangle $\{ 2(l+b) \text{ or } 2l + 2b \}$ or area of a triangle $\{ \frac{1}{2} l \times b \}$ 	<p>e.g.</p> <ul style="list-style-type: none"> calculate the length of a bus journey given the start and end times convert 0.05km into m and then into cm 	<p>e.g.</p> <ul style="list-style-type: none"> find the missing angle in an isosceles triangle when one of the angles is given find the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles

How to help with Maths



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Day 1 Addition	Day 2 Subtraction	Day 3 Multiplication	Day 4 Division	Day 5 Order of Operations & Number Systems
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Reasoning 1
Test 1

Reasoning 1
Test 2

Maths

Arithmetic

Reasoning 1

Reasoning 2



welcome to
Year 6
minimaths



Useful Websites

■ **Maths**

- www.bbc.co.uk/bitesize/ks2
- www.prodigygame.com
- www.satsbootcamp.co.uk/sbc/
- www.doodlemaths.com

■ **English**

- www.bbc.co.uk/bitesize/ks2
- www.satsbootcamp.co.uk/sbc/
- <https://spellingframe.co.uk/>
- www.doodleenglish.com
- www.spag.com

■ **Useful sites for parents**

- www.theschoolrun.com
- www.satspapers.org.uk



How will we continue to help your children?

- Additional afternoon revision sessions
- Revision guides
- Focussed homework tasks



How can you help your child at home?

- Encouragement to complete homework tasks
- Ensure homework is handed in on time
- Help with practical activities/revision
- Help keep a balance between school work and after-school activities
- Ensure children get a good night's sleep and good breakfast
- Encourage children to bring in fresh water/fruit
- A copy of this presentation is available on our school website



A final thought ...

