



WESTFIELD
PRIMARY ACADEMY

Year 6 SATs - 2020

Year 6 SATs 2020

Set week across the country Week beginning 11th May 2020

- Grammar and punctuation paper
- Spelling test
- Reading paper
- Arithmetic paper
- 2 Reasoning maths tests

No 'Level' 6 papers, instead some harder questions in all 3 subjects

Science -To provide evidence that pupils demonstrate consistent attainment of all of the statements within the standard, teachers will need to draw on assessment judgements that have been made earlier. This will include all elements of the key stage 2 science curriculum that have been taught before the final year 2 years of the key stage.

Random sampling Science tests take place every 2 years. The next sample tests will be in 2020.

Year 6 SATs 2020

Monday 11th – Thursday 14th May 2020

Date	Examination
Monday 11 th May	English Grammar, Punctuation and Spelling Papers 1 and 2
Tuesday 12 th May	English Reading
Wednesday 13 th May	Mathematics Paper 1- Arithmetic Paper 2 - Reasoning
Thursday 14 th May	Mathematics Paper 3 - Reasoning

Year 6 SATs 2020

Monday 11th – Thursday 14th May 2020

Over this week the children will complete six test papers which are then sent away to be marked.

This gives the child their raw score which is then converted into a scaled score.

Year 6 SATs 2020

Monday 11th – Thursday 14th May 2020

- A pupil awarded a scaled score of 100 or more has met the expected standard in each test
- 80 is the lowest scaled score that can be awarded
- 120 is the highest scaled score
- A pupil awarded a scaled score of 99 or less has not met the expected standard in the test

Year 6 SATs 2020

2020 Raw- Scaled Score Conversion

In order to get a scaled score of 100 in reading, children needed to get a raw score of **28** (out of a possible 50)

In order to get a scaled score of 100 in maths, children needed to get a raw score of **58** (out of a possible 110)

In order to get a scaled score of 100 in GaPS, children needed to get a raw score of **36** (out of a possible 70)

Year 6 SATs 2020

Monday 13th May

GaPS Paper One (Target 36/70) 45mins

2016 national curriculum tests

Key stage 2

English grammar,
punctuation and spelling

Paper 1: questions

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DfE number				

1

Draw a line to match each word to the correct **suffix** to make an **adjective**.

Word

manage

harm

self

Suffix

ish

able

ful



1 mark

Year 6 SATs 2020

Monday 11th May

GaPS Paper One (Target 36/70)
45mins

15

Which sentence is written in Standard English?

Tick one.

I went to the library and done my homework.

They seen their friends at the cinema.

I been to the circus with my aunt and uncle.

I sang with the school choir in the concert.

2016 national curriculum tests

Key stage 2

English grammar,
punctuation and spelling

Paper 1: questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



1 mark

Year 6 SATs 2020

Monday 11th May

GaPS Paper One (Target 36/70)
45mins

46

Which sentence uses the **present perfect form**?

Tick one.

Jo went shopping on Saturday and she bought a whole new outfit.

The girl entered at the last minute and won the race!

My sister was a reserve, but she scored the winning goal.

My dog was very naughty, but since the classes he has been much better.

2016 national curriculum tests

Key stage 2

English grammar,
punctuation and spelling

Paper 1: questions

First name					
Middle name					
Last name					
Date of birth	Day		Month		Year
School name					
DfE number					



_____ **1 mark**

Year 6 SATs 2020

Monday 11th May

GaPS Paper One (Target 36/70)
45mins

2016 national curriculum tests

Key stage 2

English grammar,
punctuation and spelling

Paper 1: questions

First name	
Middle name	

9

Insert **one** comma in the correct place in the sentence below.

Limping slightly the old man walked to the end of the road.

1 mark

Year 6 SATs 2020

Monday 11th May

GaPS Paper One (Target 36/70)
45mins

27

Underline the **subordinate clause** in each sentence below.

Although it was getting late, Dan still hadn't finished his homework.

If you get hungry, help yourself to a snack.

I really enjoy swimming, despite finding it difficult.

1 mark

2016 national curriculum tests

Key stage 2

English grammar,
punctuation and spelling

Paper 1: questions

10

Year 6 SATs 2020

Monday 11th May

GaPS Paper Two (20 Marks Available)

15mins

2016 national curriculum tests

Key stage 2

English grammar,
punctuation and spelling

Paper 2: spelling

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DfE number				

Spelling task

1. Jordan's messy room was in a state of _____.
2. David gave a _____ on the door before entering.
3. Anita was _____ her shoes.
4. The coat was made from a _____ fabric.
5. I am _____ you help with your homework.

Spelling

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

Jordan's messy room was in a state of **disorder**.

The word is **disorder**.

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

David gave a **knock** on the door before entering.

The word is **knock**.

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

Anita was **polishing** her shoes.

The word is **polishing**.

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

The coat was made from a **washable** fabric.

The word is **washable**.



Year 6 SATs 2020

Tuesday 12th May

Reading (Target 28/50)
One Hour

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


2016 national curriculum tests


Key stage 2

English reading
Reading answer booklet

First name: _____
Middle name: _____


The Lost Queen


Wild Ride


The Way of the Dodo

Reading Booklet
2016 key stage 2 English reading booklet

Year 6 SATs 2020

Tuesday 12th May

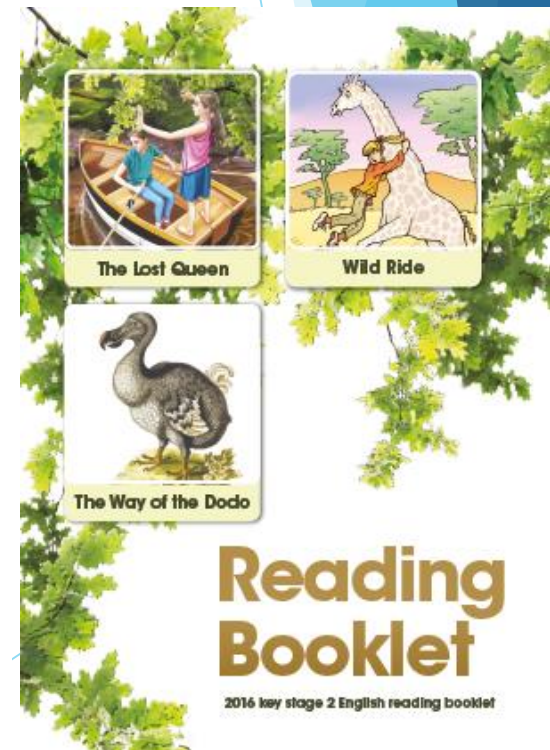
Reading (Target 28/50)
One Hour

11

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Two families fought for the throne.		
Maria's family symbol was the lion.		
The monument was for a prince.		
It was hot on the island.		

1 mark



Year 6 SATs 2020

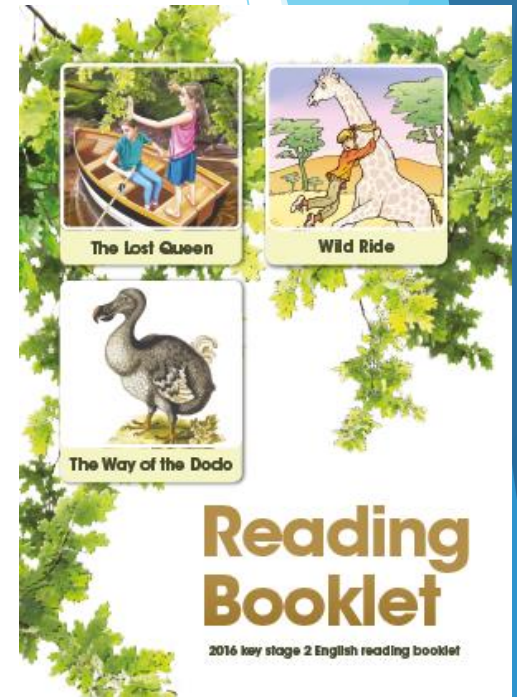
Tuesday 12th May

Reading (Target 28/50)
One Hour

21

In what ways might Martine's character appeal to many readers?

Explain fully, referring to the text in your answer.



3 marks

Year 6 SATs 2020

Wed 12th May

Maths Paper One Arithmetic
(Target 58/110) 30 mins

2016 national curriculum tests

Key stage 2

Mathematics
Paper 1: arithmetic

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
O/E number				

5

$= 936 + 285$

1 mark

Year 6 SATs 2020

Wed 13th May

Maths Paper One Arithmetic
(Target 58/110) 30 mins

19	$3^2 + 10 =$	<input type="text"/> 1 mark

2016 national curriculum tests

Key stage 2

Mathematics

Paper 1: arithmetic

First name			
Middle name			
Last name			
Date of birth	Day	Month	Year
School name			
DfE number			



Year 6 SATs 2020

Wed 13th May

Maths Paper One Arithmetic
(Target 58/110) 30 mins

25	20% of 1,800 =	<input type="text"/>

1 mark

2016 national curriculum tests

Key stage 2

Mathematics

Paper 1: arithmetic

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DfE number				



Year 6 SATs 2020

Wed 13th May

Maths Paper One Arithmetic
(Target 58/110) 30 mins

35	$1\frac{1}{4} - \frac{1}{3} =$	<input type="text"/>

1 mark

2016 national curriculum tests

Key stage 2

Mathematics

Paper 1: arithmetic

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
OF number				



Year 6 SATs 2020

Wed 13th May

Maths Paper Two Reasoning
(Target 58/110) 30 mins

5

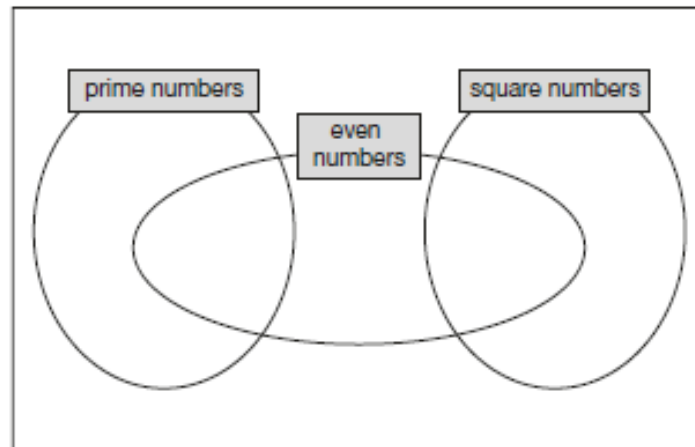
Write each number in its correct place on the diagram.

16

17

18

19



2 marks

2016 national curriculum tests

Key stage 2

Mathematics

Paper 2: reasoning

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
OF number				



Year 6 SATs 2020

Wed 13th May

Maths Paper Two Reasoning (Target 58/110)

12

$$n = 22$$

What is $2n + 9$?

1 mark

$$2q + 4 = 100$$

Work out the value of q .

$q =$

1 mark

2016 national curriculum tests

Key stage 2

Mathematics

Paper 2: reasoning

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
OLE number				



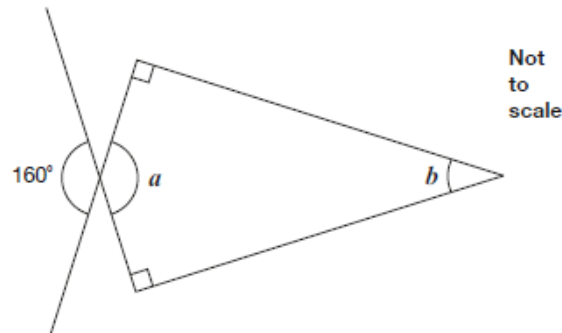
Year 6 SATs 2020

Wed 13th May

Maths Paper Two Reasoning (Target 58/110)

17

Calculate the size of angles a and b in this diagram.



$$a = \boxed{}^{\circ} \quad \underline{\hspace{1cm}} \quad \text{1 mark}$$

$$b = \boxed{}^{\circ} \quad \underline{\hspace{1cm}} \quad \text{1 mark}$$

2016 national curriculum tests

Key stage 2

Mathematics

Paper 2: reasoning

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
CRF number				



Year 6 SATs 2020

Thurs 14th May

2016 national curriculum tests

Key stage 2

Mathematics

Paper 3: reasoning

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DfE number				

5

Write these numbers in order, starting with the **smallest**.

0.78

0.607

5.6

0.098

4.003

smallest

1 mark



Year 6 SATs 2020

Thurs 14th May

2016 national curriculum tests

Key stage 2

Mathematics

Paper 3: reasoning

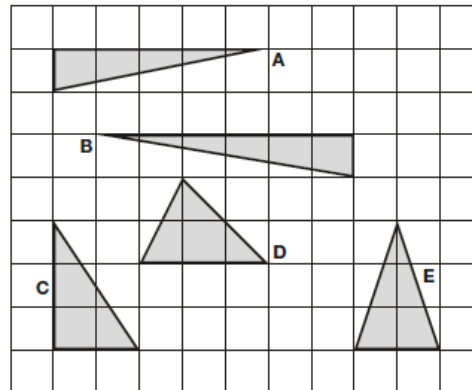
First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
UPN number				

Maths Paper Three Reasoning
(Target 58/110)



17

Here are five triangles on a square grid.



Four of the triangles have the same area.

Which triangle has a **different** area?

_____ 1 mark

Year 6 SATs 2020

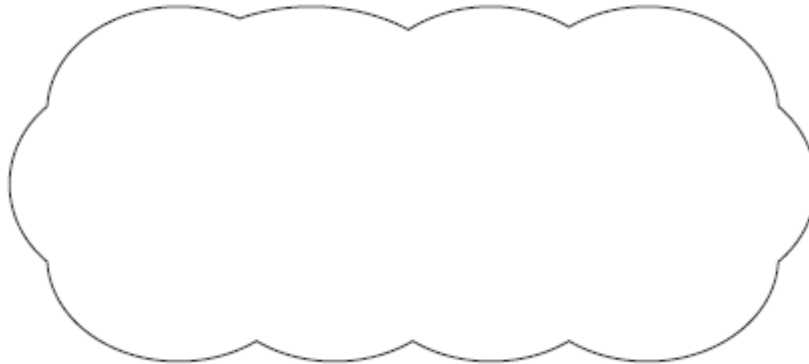
Thurs 14th May

Maths Paper Three Reasoning
(Target 58/110)

21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to 18×326



1 mark

2016 national curriculum tests

Key stage 2

Mathematics

Paper 3: reasoning

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
UPN number				



Year 6 SATs 2020

For English writing pupils will be grouped into 4 categories:

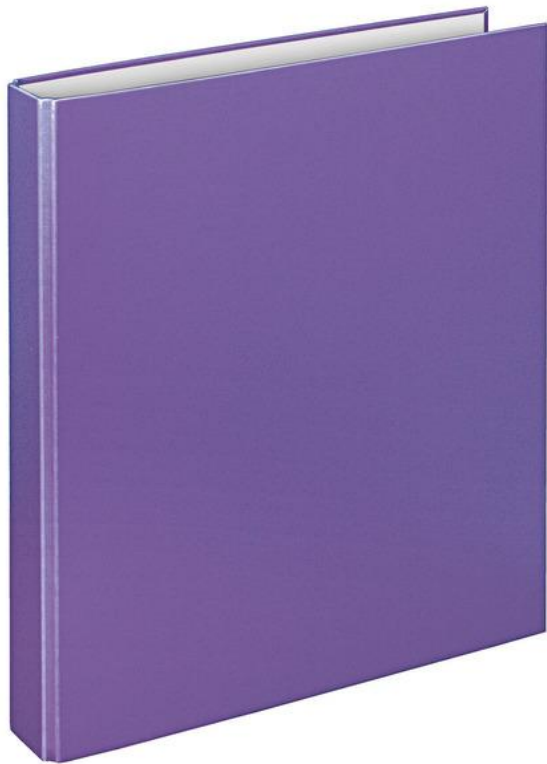
- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard or
- a category for pupils who do not meet the 'working towards the expected standard'

For English reading, mathematics and science pupils will be grouped into 2 categories:

- working at the expected standard or
- a category for pupils who do not meet the standard

Year 6 SATs 2020

Writing



If a child is working towards the expected standard they will be able to

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly (years 3 and 4)
- spelling some words correctly (years 5 and 6)
- producing legible joined handwriting.

If a child is working at the expected standard they will be able to

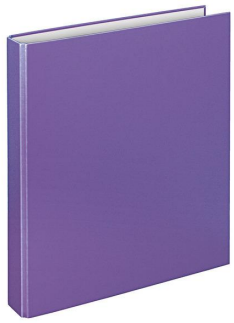
The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

If a child is working at greater depth within the expected standard they will be able to

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.



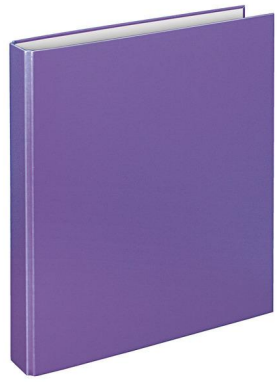
Year 6 SATs 2020

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



Year 6 SATs 2020

Writing

For 2017 to 2020, the Government have introduced revised teacher assessment frameworks in English writing only, which include:

A more flexible approach - teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made.

Revised 'pupil can' statements - a greater emphasis on composition, while statements relating to the more 'technical' aspects of English writing (grammar, punctuation and spelling) are less prescriptive.

All changes are in line with the attainment targets for the key stage 2 programme of study.

Year 6 SATs 2020

Preparation – In School

- Targeted therapy sessions, booster classes and timely interventions to support, scaffold and deepen learning
- Whole class foci on test strategy
- Home learning which complements and consolidates in class objectives
- Functional fluency
- Nurture and support where applicable
- Bespoke plan for some pupils
- SATs breakfast for the duration of the tests

Year 6 SATs 2020 Preparation

English & Maths Revision Books



**KS2 English
SAT Buster**



**10-Minute 1
Reading**



**KS2 English
SAT Buster**



**10-Minute Tests
Grammar, Punctuation & Spelling**



**KS2 Maths
SAT Buster**



10-Minute Tests

**KS2 Maths
SAT Buster**



Arithmetic

Year 6 SATs 2020

Preparation

- **First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!**
- **Ensure your child has the best possible attendance at school.**
- **Support your child with any homework tasks.**
- **Reading, spelling and arithmetic (e.g. times tables) are always good to practise.**
- **Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).**
- **Make sure your child has a good sleep and healthy breakfast every morning!**

Year 6 SATs 2020

Preparation - Reading

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library - it's free!

Year 6 SATs 2020

Preparation - Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

Year 6 SATs 2020

Preparation - Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

Pixl Therapies

- Pixl is a diagnostic and therapy suite which supports children in their learning
- Using comparative data from thousands of schools, Pixl gives practitioners a clear indication of the cohort's performance against national standards
- Quantitative and qualitative data for each child, in each subject allows us to clearly identify strengths and weaknesses
- Targeted therapies ensure we teach the right objective at the right time to the right group

Boosting Learning

- ▶ Breakfast Boosters: Tuesday, Wednesday & Thursday

Children will be invited to come into school at 8:15am to practice key skills including Times Tables and Divisional Related Facts. Focus on fluency skills, quick recall and application of knowledge. These sessions are open to all.

- ▶ After School Sessions: Monday (Mrs Kittle / Mrs Thompson)
Tuesday (Miss McGivern) Thursday (Miss Blake & Miss Burchell)

These targeted sessions will focus on Maths and Reading. Children will be invited to attend specific sessions which will support their stage of learning.

Year 6 SATs 2020 Questions?