

Year 6

End of KS2 Assessment Parent Workshop

15th March 2024

To explore what the assessments look and feel like

To explain what national expectations are

To consider ways of supporting your child through the assessments.





What are the assessments?

- Statutory **A**ssessment **T**ests (SATs)
- The tests are carried out by all children in Year 6 across the country in the same week in May (Week commencing 13th May)
- The assessments are based on everything the children have learnt across their time in KS2
- Tests are given in Maths and Reading
- There is also a Grammar, Spelling and Punctuation test which forms part of the children's overall level in English
- Writing and Science are teacher assessed over the course of the year





Timetable for the Week

| Day | Assessment | Amount of Time |
|--------------------------------|------------------------------|------------------|
| Monday 13 th May | • Grammar and Punctuation | 45 mins |
| | • Spelling | 20 mins (approx) |
| Tuesday 14 th May | • Reading Paper | 1 hour |
| Wednesday 15 th May | • Arithmetic (Maths Paper 1) | 30 mins |
| | • Reasoning (Maths Paper 2) | 40 mins |
| Thursday 16 th May | • Reasoning (Maths Paper 3) | 40 mins |





The tests are broken down into...

Maths

- Arithmetic Paper
- Reasoning paper A
- Reasoning paper B

English

- Spelling
- Punctuation and grammar (and handwriting)
- Reading

Let's look at some examples.

What do the
tests look
and feel like?



What do the
tests look
and feel like?

Maths -
Arithmetic

| | | | |
|----------|----------------------|----------------|------------------------------------|
| 1 | <input type="text"/> | $= 6,000 + 90$ | <input type="checkbox"/> 1 mark |
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| 2 | <input type="text"/> | $= 8,275 + 82$ | <input type="checkbox"/> 1 mark |
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| 3 | $826 = 800 +$ | <input type="text"/> | $+ 6$ | <input type="checkbox"/> 1 mark |
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What do the
tests look
and feel like?

Maths - Arithmetic



10

$$91 \div 7 =$$

1 mark

11

$$= 87 - 65$$

1 mark

12

$$602 -$$

$$= 594$$

1 mark



What do the
tests look
and feel like?

Maths - Arithmetic



| | | |
|-----------|---------|-------------------------------|
| 16 | $3^3 =$ | <div></div> <div>1 mark</div> |
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|-----------|----------------------|-------------------------------|
| 17 | $101 \times 1,000 =$ | <div></div> <div>1 mark</div> |
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|-----------|----------------------------|-------------------------------|
| 18 | $20\% \text{ of } 3,000 =$ | <div></div> <div>1 mark</div> |
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What do the
tests look
and feel like?

Maths -
Arithmetic

| | | | |
|-----------|--------------------------------|----------------------|------------------------------------|
| 22 | $1\frac{3}{7} - \frac{4}{7} =$ | <input type="text"/> | <input type="checkbox"/> 1 mark |
| | | | |

| | | | |
|------------------------|---|----------------------|-------------------------------------|
| 23 | $\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$ | <input type="text"/> | <input type="checkbox"/> 2 marks |
| | | | |
| Show your method | | <input type="text"/> | |
| | | | |

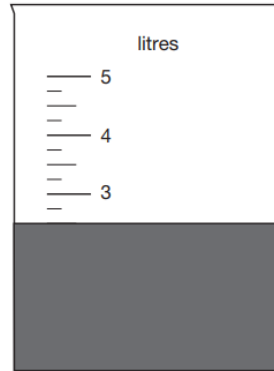


What do the
tests look
and feel like?

Maths - Reasoning

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

litres

1 mark

8

In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

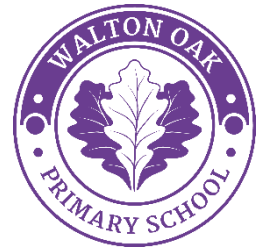
Write the missing numbers.

| | | | |
|--|----|----|--|
| | 25 | 53 | |
|--|----|----|--|

1 mark



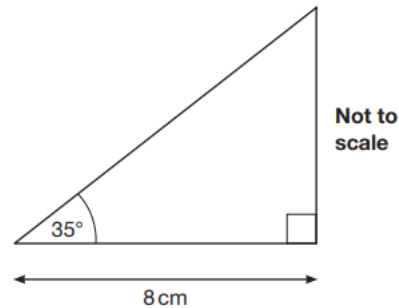
1 mark



13

Here is a sketch of a triangle.

It is not drawn to scale.

Draw the full-size triangle **accurately** below.

Use an angle measurer (protractor) and a ruler.

One line has been drawn for you.

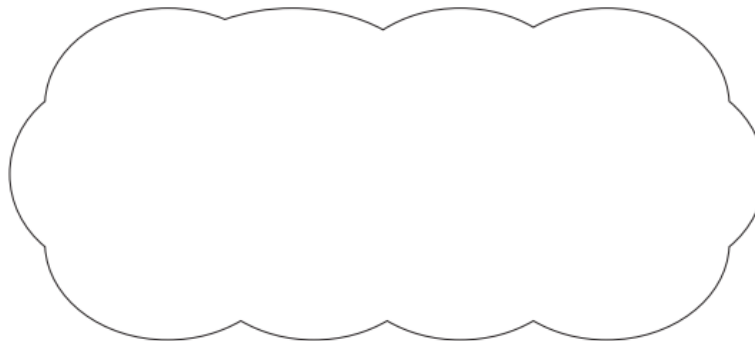
18

Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.

1 mark

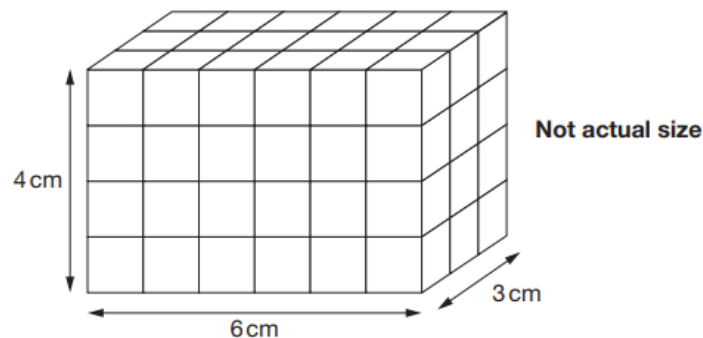


What do the
tests look
and feel like?

Maths -
Reasoning

23

Amina made this cuboid using centimetre cubes.



Stefan makes a cuboid that is 5 cm longer, 5 cm taller and 5 cm wider than Amina's cuboid.

What is the **difference** between the number of cubes in Amina's and Stefan's cuboids?

Show
your
method

cubes

2 marks



What do the tests look and feel like?

Maths - Reasoning

What do the
tests look
and feel like?

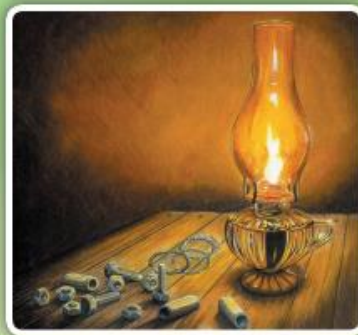
English -
Reading



The Park



Fact Sheet:
About Bumblebees



Music Box

Reading Booklet

2019 key stage 2 English reading booklet



What do the
tests look
and feel like?

English -
Reading



Questions 1 – 13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

2 How does Joe know that the letter contains bad news **before** his mum tells him what it says?

1 mark

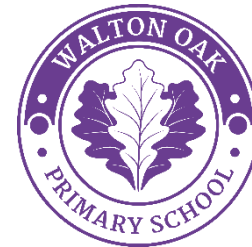
3 What does the letter in the brown envelope tell Joe's mother?

1 mark



What do the tests look and feel like?

English - Reading



13

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

| | True | False |
|--|------|-------|
| The park has been looked after by a park warden. | | |
| The park is going to be replaced with a shopping centre. | | |
| Building work in the park will start at the end of July. | | |
| The warden had two weeks' notice of the park's closure. | | |

2 marks

22

Look at page 7.

(a) Tick one box in each row to show whether each of the following flowers is **bee-friendly** or **not bee-friendly**.

| | Bee-friendly | Not bee-friendly |
|-----------|--------------|------------------|
| lavender | | |
| pansy | | |
| herbs | | |
| wild rose | | |

1 mark

(b) Explain why the flowers that are not bee-friendly do not attract bees.

1 mark



What do the
tests look
and feel like?

English - Reading

32

What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

| Impression | Evidence |
|------------|----------|
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |

3 marks

39

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

- ---

- ---

3 marks



5

Draw a line to match each **prefix** to the correct word to make a different word. Use each prefix only once.

Prefix

inter

dis

semi

anti

Word

approval

circle

social

action

1 mark

17

What **word class** is him in the sentence below?

Josef's friends rushed to meet him, desperate to see if he had won.

Tick **one**.

a preposition

☐

an adjective

☐

a pronoun

☐

a noun

☐

1 mark



What do the tests look and feel like?

English –
Grammar,
Punctuation
& Spelling



What do the
tests look
and feel like?

English – Grammar, Punctuation & Spelling

11

Insert a **pair of brackets** in the correct place in the sentence below.

Using public transport such as buses and trains can reduce pollution.

1 mark

13

Which sentence is punctuated correctly?

Tick **one**.

I will be running – a half marathon 13 miles next week!

☐

I will be – running a half marathon – 13 miles next week!

☐

I will be running a half marathon 13 – miles – next week!

☐

I will be running a half marathon – 13 miles – next week!

☐

1 mark

16

Tick one box to show where a **hyphen** is needed in the sentence below.

The class teacher praised the well behaved and helpful group of

↑
☐

↑
☐

↑
☐

year six children.

↑
☐

1 mark



What do the tests look and feel like?

English – Grammar, Punctuation & Spelling



33

What **word class** do the underlined words belong to?

You can have an apple or an orange for your snack.

Since it is sunny, you can eat your snack outside.

Although I prefer oranges, apples are easier to eat.

1 mark

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.

2. I asked if Jake, Thomas and Lily were coming to the barbecue.

1 mark

37

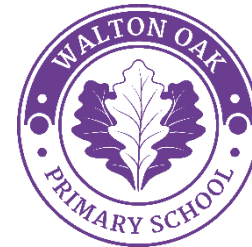
How does the **conjunction** change the meaning of the second sentence?

1. We listened to the music after we ate our lunch.

2. We listened to the music while we ate our lunch.

1 mark





What do the
tests look
and feel like?

English – Grammar, Punctuation & Spelling

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.
4. Playing in the snow made my fingers _____.
5. We learned how to do _____ in mathematics.
6. Charlie _____ with relief.
7. _____ is easier with a compass.
8. Khalid was a _____ boy.
9. Gran _____ us a snack when we arrived.
10. Do your stretches so you don't pull a _____.
11. Maria looked _____ at the box.
12. She found the _____ to try something new.
13. Jade and Jamie had a _____.
14. Our class made a model _____.
15. The school provided an _____ education for its pupils.
16. _____ people give to charity.
17. Everyone sang the _____ loudly.
18. I burnt my _____ on the hot soup.
19. Sarah _____ spilled water all over the table.
20. The criminal tried to _____ the police.

END OF TEST





Information parents will receive

- End of year report - July
- Print out of information showing whether end of year expectation has been met or not in Maths, Reading and Grammar, Punctuation and Spelling.
- Writing will be assessed through Teacher Assessments as well as Science and the foundation subjects.





How will the tests be administered?

- The tests are administered in the most relaxed and familiar way possible
- Children take the tests in the classroom or suitable rooms in school
- **Children are invited into school from 8.10am each day during the official week** to have breakfast together to give them a calm start to the day and to allow any issues/questions to be addressed promptly by staff





How are we supporting your child?

- Revision practice – children are already regularly exposed to similar practice questions in the classroom
- Booster classes and Tutoring sessions are to target children who may need to receive extra sessions in Maths and/or Literacy in addition to their whole class lessons. Booster classes and tutoring sessions have started; some may be held before or after school. Parents are contacted individually re. these sessions.
- We do frequent data analysis to allow us to keep up to date with exactly where the children are.
- Supporting each other – lots of paired and group work to give each other feedback and learn from one another
- Homework – increase in homework for Y6 children and using the CGP SATs busters books





How are we supporting your child?

- We will prepare the children by running 'mock' assessment weeks, leading up to the actual week – our first one after Easter!
- We will be using previous KS2 SATs papers and a range of other sample papers that have been carefully produced in line with the 2014 curriculum and End of KS2 expectations.
- We will be doing papers from 2019, 2022 and 2023.





- Through the daily homework activities (Mon-Thurs)
- If you notice a particular area your child is struggling with please speak to their class teacher.
- Below are some websites and activities that will support the children's learning:

Times Table Rockstars (App or Website)

<http://www.ixl.com>

<http://www.topmarks.co.uk/>

<http://www.crickweb.co.uk/ks2literacy.html>

<https://www.bbc.co.uk/schools/410.shtml>

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

<http://www.primaryhomeworkhelp.co.uk/>

<https://claritymaths.uk/games/index.html>

How can you
support your
child?





Questions

- If you have any questions, please speak to your child's class teacher or Miss Pollard (Upper Key Stage 2 phase leader).

