



**WELCOME TO THE
YEAR SIX
VIRTUAL SATs EVENING**



AIMS OF SESSION

- **To explain the timetable for SATs week**
 - Dates
 - What tests? When?
 - Structure of the days
- **To share examples of SATs tests**
 - A chance to look at old papers
 - Breakdown of marks and expectations of the tests
- **How can you support your child in preparation for SATs tests?**

SATs Week

- | | |
|--|--------------------------|
| <input type="checkbox"/> Monday 9 th May 2022 | SPaG Paper 1 (Grammar) |
| <input type="checkbox"/> Monday 9 th May 2022 | SPaG Paper 2 (Spelling) |
| <input type="checkbox"/> Tuesday 10 th May 2022 | English Reading |
| <input type="checkbox"/> Wednesday 11 th May 2022 | Maths Arithmetic paper 1 |
| <input type="checkbox"/> Wednesday 11 th May 2022 | Maths Reasoning paper 2 |
| <input type="checkbox"/> Thursday 12 th May 2022 | Maths Reasoning paper 3 |

What happens to English Writing as there is no test?

- Writing is teacher-assessed as 'Working Towards' the expected standard, as 'Working at' the expected standard OR as 'Working at a Greater Depth' standard.
- PAG make up a fundamental part of us understanding where your child is, in their mastery of writing. This will contribute to their teacher assessment.
- Spellings is also a 'strand' of their writing that will contribute to, but not override, where your child 'is' within their writing.
- Grammar and Spellings are continually assessed within your child's writing and is woven into the English writing lessons as usual in the form of daily grammar fluency warm-up tasks. These are linked to their lesson that follows and their grammar foci for the writing unit.
- Science is not reported to government BUT it WILL be reported to you in your child's End-of Year School Report.

Structure for each day

- 8:00 a.m. – Free breakfast before school to help children feel relaxed and settle into the school day.
- 8:45 – 9:10: Register and a warm-up activity linked to subject is completed before tests commence to steer their minds into gear and to channel their thinking and focus...
- Afternoon sessions – revision lessons in preparation for next day's tests, as well as activities such as PE.
- A slightly longer break in the morning to maintain 'balance' for the children.

Reading Test



- One hour to respond to three texts – usually an accessible story, a story richer in vocabulary and detail and a non-fiction text.
- Reading fluency is a key skill - 1200 words to navigate and 38 questions to respond to in 1 hour.
- Total of 50 marks.
- Different question stems that require different reading skills in order to unpick them.
- When at home with your child, see if you can ask them question stems such as relating to their text:

‘How can you tell the island was deserted...’

‘What gives you the impression that Piper was persuasive in her actions...’

‘Give two pieces of evidence from the text that show the house was old’

Question example for each test:

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/>

3 marks

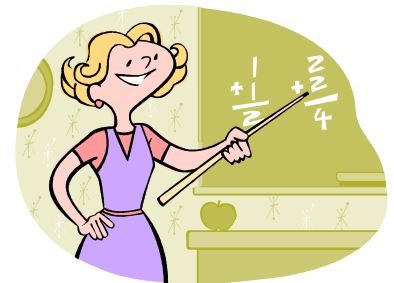
Maths Arithmetic Test



- Arithmetic paper 1
- 30 minutes
- 36 questions (40 marks)
- Efficient strategies (mental/jottings/formal)
- Tables and corresponding division knowledge!

Maths Reasoning Tests

- Reasoning paper 2 & 3
- 40 minutes per test
- 35 marks per test
- Questions can be read to the children



A Parent/Carer 'Thinking Toolkit' to be able to align with your child's 'Way of Thinking' when faced with a maths reasoning problem at home

The image below is from a year 6 classroom working wall. It is designed to help the children be able to think more independently when faced with a maths word problem. From the menu of thinking options in phase 1 and 2 (highlighted in yellow), the children can then be more successful at arriving at an answer as they will have been able to think around the problem more. The titles on the white paper in phase 1 and 2 show what children can do when reading and trying to understand the actual question. Then, in phase 3, the children can use the phase 3 titles to show their given answer in a range of ways. This aims to develop their flexibility in how they can present their answer, and to develop how to solve the same problem in a different way. We have tried to explain what the different titles (on the white paper) are in *italics* around the outside and examples of how and when your children might apply this thinking in class during a problem. We thought this would be a good tool for you to use at home with your child. If you would like any further clarity, then please do contact the office and we will respond to you.

Your child's possible approach and thinking tools to help them when faced with a maths Reasoning word problem

Children label picture/image with numbers and values that will help them. The 'Q' means 'question.'

Use this for more 'wordy' problems.

Their *method* they will use to solve the problem, eg.

formal written method for $+$; $-$; \times ; $/$

Formula for the **area of a triangle** = $1/2$ of the base \times the height of triangle

Using a **factor T** to find factors of numbers (multiples) and common factors of two numbers (multiples)

Their *system* they will use eg. Trying to **work systematically**;

Their *strategy* to use, eg. vertical numberline for temperature and negative numbers; bar model to show missing values; Jotting things down from what they can see already within the problem

Children 'Jot Things Down' that they can see from the Q that **COULD** help them. Values and their units that they might need to know for the Q. eg. that the 1.5kg box of cereal = 1500g. This will help when they need to find the number of 30g servings it has...

WDIKA = What Do I Know Already? From reading the Q, what do I know already about the question, its area of maths I have to think about, and **HOW** the information from the Q is linked to all of this. eg. a koala bear sleeps for $3/4$ of a day. How long does it sleep for? I know already that there are 24 hours in a day, so it would be $3/4$ of 24...so I know I need to divide 24 by 4 and then multiply this answer by 3 to find how long the koala bear sleeps for. eg. a koala bear sleeps for 75% of the day. How long does the bear sleep for? I know already that 75% is equivalent to $3/4$, so this can then help me solve it like I did in the example above...


WDINF = What Do I Need to Find? Try to unpick what it is the Q is getting you to do. This WDINF ties directly into WDIKA...

Draw it; write it; explain it - If I can do these, then it shows I am flexible in how I can represent the answer and understand the original Q.

Trial and Improve - by seeing that certain jottings of mine prove my first idea is wrong, this makes me get closer to a possible right answer. It is good to trial and improve as then we are edging closer to an answer and I know what the answer is **DEFINITELY NOT**.

Arithmetic

13 $1,210 \div 11 =$

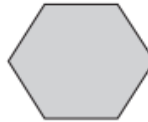


1 mark

Reasoning

17 These two shapes have the **same** perimeter.

regular hexagon



square

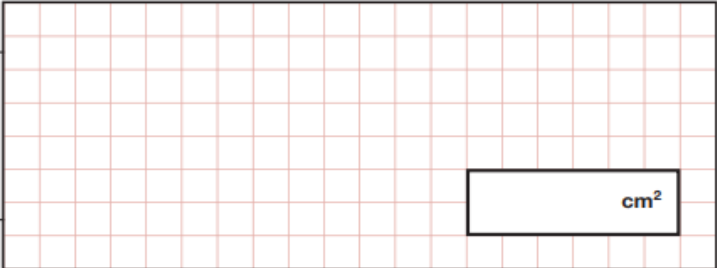


Not actual size

The length of each side of the **hexagon** is 8 centimetres.

Calculate the **area** of the **square**.

Show your method



cm²

2 marks

How Can You Help At Home?

- Homework activities – revision and consolidation of class work
- SumDog
- Continue to learn times tables including division facts using TT Rockstars.

- Reading – daily reading aloud with your child plus questions about the text. Question stems for YOU TO USE WHEN ASKING YOUR CHILD:
 - Tell me three things that you are told... (about the palm tree on the island)?
 - How can you tell... (Maria liked the island)?
 - What impressions of the... (island do you get from these two paragraphs/this page?) GIVE TWO:
 - What evidence is there of... (Maria being stubborn in the text)? GIVE TWO DIFFERENT POINTS:



How else can you help at home?



CGP booklets / SATS Boot Camp website

- If you have purchased the CGP booklets for your child, then it could be an idea to create a 'little and often' approach to these. A double-page spread of any one of the SPAG or Maths booklets could take around 15 – 30 minutes to complete, so it could be an idea to carry out a double-page each day, or every other day.
- The reading CGP booklets could take a little longer as your child will need to practise responding to the questions **AS THEY SCAN AND READ THE TEXT AT THE SAME TIME**. This practice of having, 'the question in your head as you **INTERROGATE** the text for the answer' is a **HUGE** aspect to focus on as it improves the 'speed efficiency' of your child – how quickly they can tune in to what is being asked of them within the question...
- If your child finds that they are struggling on a particular aspect within their CGP book, then they can **access online learning lessons through the SATS BOOTCAMP website**. When they log in, they can find videos and learning around their theme.
- Excellent revision resource that is really well pitched and the question design is accurate - <https://www.satsbootcamp.co.uk/sbc/>



Morning Maths sessions before school

- All children will be invited to attend some Maths sessions before school on a Tuesday and Thursday from 8:25 – 8:50am, commencing on Tues 1st Feb 2022. They will come in to school through the North gate. A letter will come home with your child this week.