



04.10.24
Y6 SATS Information
Evening

WELCOME
WE'RE GLAD YOU'RE HERE!

Session aims

- To become familiar with the KS2 SATS papers
- To understand the reporting of the KS2 SATS scores
- To discuss ways to support your child at home
- To have an understanding of the school routes through calculation

An overview of the KS2 SATS



Key Stage 2 tests

Range of scaled scores

The range of **scaled scores** available for each KS2 test is the same and will stay the same in future years:

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

An example....

Mathematics	
Raw score	Scaled score
50	97
51	97
52	98
53	98
54	98
55	98
56	99
57	99
58	99
59	99
60	100
61	100
62	100
63	100
64	100
65	101
66	101
67	101
68	101
69	101
70	102

Tommy could score 56 marks in total and Emily 59, yet they would see the same reported scaled score (99).

Similarly, the expected standard – a scaled score of 100 – represents a range of 60 – 64 marks.

Teacher assessment

Along with the KS2 SATS score, we will also report a teacher assessment, which will judge whether pupils are:

- Working **towards** the expected standard
- Working **at** the expected standard, or are
- Working at **greater depth** (for Writing)

Routes through calculation

This refers to the way that we teach each of the 4 operations in Mathematics. Calculations involving these operations will form a large part of the Arithmetic paper.

Formal written methods have now reverted to:

Addition – column addition

Subtraction – column subtraction

Multiplication – long (or short) multiplication

Division – long division

(Some may look familiar!)

Subtraction

	3	7	.	8	0
-	2	4	.	7	6
<hr/>					
<hr/>					

The use of 'placeholders' are even more important with column subtraction to allow pupils to 'exchange'.

				7	
	3	7	.	8	0
-	2	4	.	7	6
<hr/>					
<hr/>					

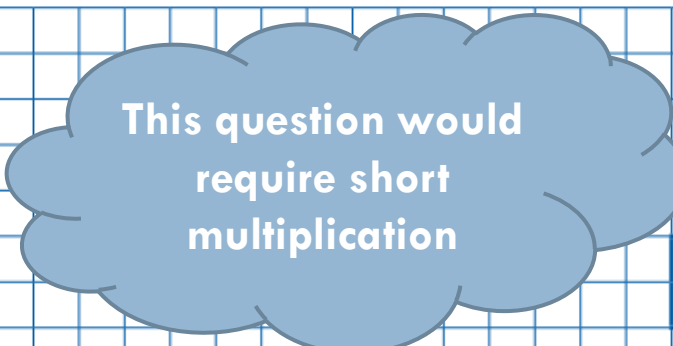
This process, which you may know as 'borrowing', is now referred to as 'exchanging' – though the process is the same!

Multiplication

Short multiplication for multiplying by a single digit:

E.g. $347 \times 3 = 1041$

	H	T	U
	3	4	7
X			3
<hr/>			
1	0	4	1
<hr/>			
	1	2	

18	$1.52 \times 6 =$	
		<input type="text"/>
		1 mark

Long multiplication for multiplying by 2 and 3 digit numbers:

		3	5	2
x			2	7
<hr/>				
	2	4	9	1
	[*] 7	0	4	0
<hr/>				
	9	5	3	1
<hr/>				
		+		

Can you spot the error in this calculation?!

We remind pupils that we always use a placeholder on the second line (as this is multiplying by 20).

Division

Pupils are expected to use short division where the divisor is 12 or less:

	0	4	7	.	6	
5		2	² 3	³ 8	.	³ 0

They may need to record remainders, or even work with decimals.

For divisors larger than 12, they will need to use long division.

This is a complex method, which is underpinned by secure 'times table' knowledge.

D ✓	M ✓	S ✓	B ✓	8	8	6	÷	2	6	=	3	0	r2
		0	3	0	r2			X	2	6			
2	6)	8	8	6		2		5	2			
			-	7	8	↓	3		7	8			
				-	1	0	6	4	0	4			
					-	1	0	4	3	0			
									5	6			
									8	2			
									2	0	8		
									2	3	4		

We encourage pupils to use the **D**ad, **M**other, **S**ister, **B**rother acronym to remember the 4 steps of this process.

Reading

It is crucial that pupils have a rich diet of reading material at home - that they talk about books, discussing the plot, key themes/characters and reasons for their actions.

Texts could be in the form of:

- ❑ Newspapers
- ❑ Magazines/Comics
- ❑ Websites
- ❑ Flyers
- ❑ Fiction / Non-fiction books
- ❑ E-books and online apps

Comprehension

It is important children understand *what* they read as well as being a fluent reader. This is called comprehension. This is where children are required to answer questions about a text.

These questions are split into 3 types:

- Literal
- Inferential
- Evaluative

Literal questions

Read the *lines*: recall information stated directly and explicitly in the text.

E.g. How old was Meg when she visited the zoo?

Inference

Read between the lines: interpret information implied in the text.

E.g. Why do you think Meg fled the reptile house in a hurry?

Evaluative

Read behind and beyond the lines: evaluate information based on personal knowledge and experiences.

Here, pupils may be asked to give their own opinion and justify it with reasons.

E.g. Would you feel the same as Meg in that situation? Record ways in which your opinion differs.

GAPS

This consists of two tests, examining Grammar, Punctuation and Spelling.

The Grammar and Punctuation test looks at pupils' understanding of a wide range of word classes (and punctuation) and tests to see if they can use them correctly.

We encourage pupils to recall work that we have covered on 'formal' rather than 'informal' language as they approach this.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/524070/2016_ks2_EnglishGPS_paper1_questions_PDFA.pdf

Spelling

The spelling section of the test assesses the pupils use of word patterns covered in both Years 5 & 6.

Pupils hear the correct spelling (3 times) and then write it in context, in the given sentence.

It is essential that pupils use the given homework each week to practise these patterns.

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.
6. Eagles have excellent _____.

Ways to help at home

Generally:

- By encouraging pupils to complete homework on a regular (timely) basis.
- By encouraging pupils to partake in additional booster sessions where applicable.
- To discuss daily learning with your child, reinforcing concepts wherever possible.
- By supporting pupils, ensuring they have time to relax or partake in extra-curricular activities.

Maths	Grammar	Spelling
Practise multiplication tables regularly. Discuss 'practical maths' such as time and measures.	To occasionally test pupils to assess their understanding of certain terms, e.g. verbs.	Practise weekly spellings given in the homework task. Test pupils on a random basis to deepen understanding.