

St Mary's Catholic Primary School

Preparing your child for SATS



Welcome

Dear Parents,

Thank you for attending parents evening, it was great to meet with you and provide valuable feedback on your child's progress. Many of you had questions about SATS and preparations for secondary school. I will be contacting Sacred Heart and Campion in the next few weeks to find out the answers to your important questions. If you have any concerns in the interim please make an appointment to speak with us.

I hope this guide will be useful so that you are able to continue supporting your child and know what to expect. In the meantime, we cannot emphasise enough how important it is for the children to complete homework tasks and bring them into school when required. It is becoming of benefit to provide instant feedback in lessons so children's learning is consolidated so its vital they have return it to school. It is important that the children have had a go and then to correct mistakes with our guidance. We expect the children to be reading every day and keeping their reading records up to date. There are many website and apps, which I have included in the last part of this guide. Many of you asked for some direction and ways to encourage your child to make better use of technology at home.

It was also raised about parental involvement in school therefore if any of you are able to spare some time during the week to help with homework, reading, times tables, handwriting or whatever your expertise, we would welcome your help and presence in school. All we would ask is for a full CRB check, which can be arranged through the school office.

If you would like a complete breakdown of your child's last Maths test, please contact the class teacher directly (a note in diary) and we can provide this information.

Thank you for your unfaltering support

Mrs Deane

Phase Leader Year 5/6



Reflection

Psalm 127:3

*Children are a
gift from the
Lord; they are
a reward from
him*

Lord, thank you that you are with me
right now
Your love surpasses all fear
I give you the anxiety I feel
I surrender all my worries to you

Clear my mind
Calm my heart
Still my Spirit
Relax my being
That I may always glorify you
In everything I write, speak and do

Amen



May 2014 Timetable

Monday 12 th	Tuesday 13 th	Wednesday 14 th	Thursday 15 th	Friday 16 th
L3-5 Reading Test	L3-5 EGPS	L3-5 Mental Maths	L3-5 Maths Paper 2	
L6 Reading Test	L6 EGPS	L3-5 Maths Paper 1	L6 Maths Paper 1	
			L6 Maths Paper 1	



Why do our children have SATs?

- * These standardised tests, which are taken at the same time by every year 6 pupil in the country, are designed to identify the national curriculum level that children are working at.
- * Results are used to advise parents about their child's strengths and areas for development. They are also used by the government to assess the performance of each school.
- * Children assessed at level 4 are working at the nationally expected level.
- * Children assessed at level 5 are working above the nationally expected level.
- * Children working at level 3 are working below the nationally expected level but may have made good progress.



Level thresholds (a rough guide)

These are the approximate marks needed to achieve a Level 4 or 5 overall.

Reading: Level 4 18/50 Level 5 34/50

Maths: Level 4 48/100 Level 5 80/100

EGPS: Level 4 44/70 Level 5 54/70



The English Test

There are two sections to the test:

1. *Grammar, punctuation and spelling*
(70 marks)

2. *Reading* (50 marks)

Children are also given a 'teacher assessment' level (TA)



Grammar, Punctuation and Spelling

Paper 1 short answer questions:

(45 minutes long)

The total for this section is 70 marks.

Questions are asked to test grammar,
punctuation, spelling and vocabulary knowledge



Grammar, Punctuation and Spelling

Paper 2 Spelling test (15 minutes)

There are 20 short sentences, which have a word missing. The sentence is read with the word.



Example question

2

Tick **one** word to complete the sentence below so that it is grammatically correct.

The window was _____ by a ball.

Tick **one**.

broked

broke

broken

breaked

1 mark



Example question

17

You are looking over your work and decide to replace the word '**enormous**' in the sentence below.

The castle was enormous.

Choose another word with a similar meaning and write it in the box.

1 mark



22

Which sentence uses commas correctly?

Tick **one**.

As it was raining so hard, we weren't able to visit the castle.

As it was raining so hard we weren't able, to visit the castle.

As it was raining, so hard we, weren't able to visit the castle.

As, it was raining so hard, we weren't able to visit the castle.

1 mark



32

Put one letter in each box to show the **word class**.

noun
A

verb
B

adjective
C

adverb
D

The first singer was clearly the best.

↑ ↑ ↑ ↑
□ □ □ □

1 mark



The Reading Paper

- * This year the texts in the levels 3-5 English reading booklet will **not** be linked by a theme. The booklet will contain three or four texts. The least demanding text will come first with the following texts increasing in level of difficulty.
- * **Instead of** being given 15 minutes reading time and 45 minutes to answer the questions, children will have a total of one hour to read the texts and complete the questions at their own pace.
- * The reading answer booklet will comprise approximately 35 to 40 questions (totalling 50 marks). The questions are:
 - * shorter, closed response items (such as multiple choice and matching questions);
 - * shorter, open response items; and
 - * longer, open response items that require children to explain and comment on the texts in order to demonstrate a full understanding.
- * Questions are worth 1, 2 or 3 marks.



Exam technique

- * 1 mark answers are critical
- * Scan for the key words in the question
- * Use the hints on the page



Multiple choice

SECTION 1

These questions are about *Volcanoes* (pages 4 and 5).

1. Under the Earth's surface, it gets

hot.

wet.

cool.

dark.

2. Most people think that volcanoes are

anywhere
in
the world.

tall and
cone shaped.

broad
and flat.

under
the sea.



Complete tables

4. Fill in the facts about the eruption of Vesuvius in the table below.
One box has been filled in as an example.

Date and time eruption started	<i>Midday, 24th August, AD 79</i>
Height of volcanic cloud	
Depth of rubble over Pompeii	
Contents of volcanic cloud	<ul style="list-style-type: none">••

4

3 marks



Word choices

6. ... this liquid rock can ... burst through

What does the word **burst** tell us about the movement of the lava?

6

2 marks

12. **Find** and **copy** two phrases, one from page 6 and one from page 7, to show that Pliny's uncle wanted to study the volcano.

a) Evidence from page 6:

12a

1 mark

b) Evidence from the letter on page 7:

12b

1 mark



Sequencing

10. Look again at Pliny's account of his uncle's journey. The events are described below, but they are in the wrong order. Number each event to show the correct order.

The first one has been done for you.

- ordered launching of ships
- 1** received letter from Rectina
- came close to land
- refused to listen to advice
- journeyed into danger zone



Detailed answers

14. Pliny's uncle received a written message from Rectina stating her problem and asking for his help.

What do you think Rectina wrote?

Using the information you have read, write Rectina's message below.

Dear Friend,

14

3 marks



Trouble spots

- * Finding the relevant information in the text in order to answer the question
- * Referring to the text when instructed to do so by the question ('Look at page 6').
- * Using INFERENCE - What is implied in the text.
- * Giving concise yet precise answers



Writing

- * There is **NO writing test**.
- * Writing levels will be given via teacher assessment.
- * Levels are based on writing across the curriculum.



The Maths Test

The levels 3-5 mathematics test consists of:

- * Two non-calculator papers, Paper 1 and Paper 2, each lasting 45 minutes
- * Mental mathematics test, lasting 20 minutes
- * Children's marks from all three tests are aggregated to calculate their overall mathematics level.



Example questions



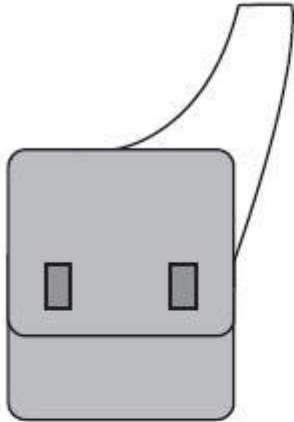
$$+ 75 = 90$$

$$4 \times$$

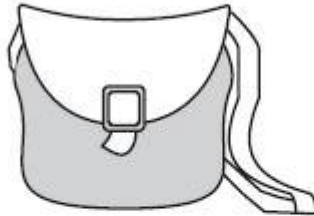
$$= 200$$



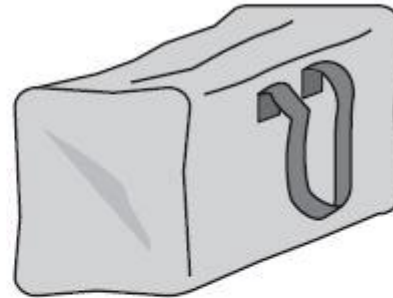
Example questions



A
£11.50



B
£14.65



C
£16.50

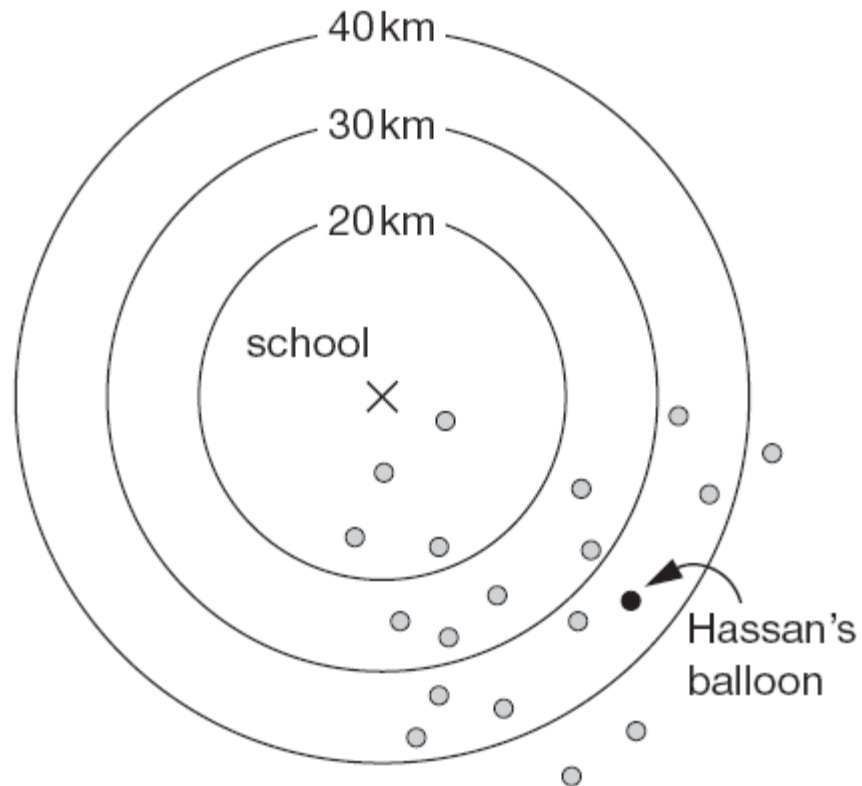
How much does bag B cost to the nearest pound?

Jamie buys bag A and bag C.

How much change does he get from £40?



Example questions



How many balloons on the diagram travelled between 20km and 30km?



Problem solving

9

A torch costs £7.65

Kate buys a torch and **two** batteries.

She pays £8.75 altogether.



How much does **one** battery cost?

Show your **working**.
You may get a mark.



Problem solving

Hassan bought a **notebook** and a **pen**.
He paid **£1.10**

Kate bought a **notebook** and **2 pens**.
She paid **£1.45**

Calculate the cost of a **notebook**.

Show your **working**.
You may get a mark.



Explain reasoning

Jamie draws a triangle.

He says,

'Two of the three angles in my triangle are obtuse'.

Explain why Jamie **cannot** be correct.



Mental Maths

There are three sections to the test:

1. *5x 5 second questions*
2. *10x 10 second questions*
3. *5x 15 second questions*

The question is read out twice and then the children have the allotted time to write their answer



5 second questions

- * How many fifty-pence pieces in four pounds?
- * Multiply eight by seven.
- * Add seventy to one hundred and ninety.
- * What is twenty-thirty as twelve-hour time?
- * Write three point five litres in millilitres.



10 second questions

- * Write down the sum of seven point four and nought point nine.
- * Subtract seventy-six from five hundred.
- * What is the product of ninety-nine and eight?
- * What is three-quarters of six hundred?
- * Imagine a square-based pyramid. How many faces does it have?



15 second questions

- * What is the remainder when seventy-seven is divided by five?
- * Calculate ten minus five point six five.
- * Three cans of cola cost one pound eighty. What will five cans cost?
- * Is the calculation 5.9×3.8 approximately: two, ten, twenty-five or forty?



Trouble spots

- * Finishing in time!
- * Knowing and applying multiplication tables
- * Telling the time and understanding timetables
- * Conversions between cm, m, km, g, kg etc



Level 6 Reading

- * Schools may choose to administer the level 6 English reading test in addition to the levels 3-5 test. The level 6 test consists of:
- * A reading booklet containing around three or four texts based on a single theme
- * A reading answer booklet comprising approximately 25 questions (totalling 30-35 marks)
- * Children are given ten minutes to read the reading booklet and 50 minutes to answer the questions in the answer booklet. They can refer back to the texts in the reading booklet throughout the test.
- * As in the level 3-5 test, the questions are:
- * Shorter, closed response items (such as multiple choice and matching questions); and
- * Longer, more open response types that require children to explain and comment on the texts in order to demonstrate a full understanding.
- * Questions are worth 1, 2, 3 or 4 marks.



Level 6 Maths

- Schools may choose to administer the level 6 mathematics test in addition to the levels 3-5 test.
- * The level 6 mathematics test consists of:
 - * Paper 1 – a non-calculator paper, lasting 30 minutes
 - * Paper 2 – a calculator available paper, lasting 30 minutes
- * Children's marks from both tests are aggregated to determine whether they are performing at level 6 in mathematics.
- * The test expands on the content of the levels 3-5 test by including higher level problems that require children to think for themselves and bring aspects of mathematics together.
- * Children taking the level 6 test should have covered the key stage 2 mathematics programme of study in depth. It is assumed that children working at level 6 will generally be secure in their knowledge of level 5.
- * They should be able to work independently to apply their knowledge within unfamiliar and challenging problems, while thinking analytically and communicating their ideas effectively. They will be beginning to be able to identify mathematics to be used where the signposting of mathematical concepts is less obvious and/or what is being asked is less familiar.



Booster Groups

- * We have been running a Maths Booster every Thursday morning since October.
- * Our TA's have been running intervention groups in all areas since September.
- * Mrs O'Sullivan (teacher) joined Year 6 in January and delivers Level 6 booster and intervention on Thursday's and Friday's.
- * We have tracked children's progress and organised groups according to their progress and attainment.
- * If you have any concerns about your child or intervention groups please contact class teacher as soon as possible.



Some useful websites

www.mathsisfun.com

www.bbc.co.uk/bitesize

www.mymaths.co.uk

www.emaths.co.uk

www.math-drills.com

<http://resources.woodlands-junior.kent.sch.uk/maths>

<http://resources.woodlands-junior.kent.sch.uk/games/educational/literacy2.htm>

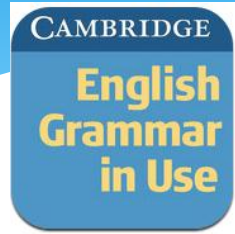
<http://primarygamesarena.com/literacy>

www.oxfordowl.co.uk

<http://www.parkfieldict.co.uk/sats/>



Useful apps



WARNING – there are many free apps, which are excellent – always ensure your child ask before purchasing any app.

This web link enables you to search for suitable apps in all areas/ages in the curriculum

<http://www.apps4primaryschools.co.uk/apps/ks2/english,maths/>

This blog provides a comprehensive review of apps for all subjects areas – use the search bar to find what you’re looking for e.g. ‘Maths apps’

<http://mrandrewsonline.blogspot.co.uk/>

