Year 6

Gainsborough Primary School

SATS

things to remember!

Some general advice on how to take SATS tests:

- **Keep your chin up**

We all know SATS are tough; we have to be just as tough and do our best. Keep trying right to the end!

- **Seek help**

If something is worrying you, there are people all over the school who can help. Whether it's a small part of the test or just SATS anxiety in general, ask for the help that you need.

- **Don't get stuck**

The papers are long. If a question is very tricky, don't be afraid to skip over it and come back at the end if you have time. Choosing the quick questions first is a good move.

- **Reading the questions**

The SATS questions can be read aloud by the adults administering the test (except for the reading comprehension paper). Hearing the question out loud can help a huge amount so, if a question is tricky, put up your hand and an adult will read the question to you. It will help!

- **Keep your answer clear in the box**

Many questions have boxes or lines for answers. To be marked correct, your answers must be in the right spot and be clear!

- **One means ONE!**

Many questions will say 'Circle one word' or 'Tick one box'. If two are ticked or circled, then it is marked wrong, even if the right one is ticked! Make sure you follow the instructions.

- **Picky test**

This paper is very picky and there are lots of things that we need to be extremely careful of in order to get it right. Keep on your toes!

- **Perfect sentences**

A sentence must be completely written, spelled and punctuated correctly in the grammar paper. If you are writing a sentence demonstrating something, keep the rest of it simple so you have as little as possible to worry about (save the ambitious sentences for your writing book). Choose words you are certain how to spell.

> Write a **command** which could be the first step in the instructions for making a sandwich.
> Remember to punctuate your answer correctly.
>
> *Get some bread.*
> _____
>
> **1 mark**

- **Commas size**

Commas should be a full stop with a tail but the tail cannot go lower than the descenders. This means they can't go lower than the dangly bits on a 'y' or a 'g'.

> **30**   a) Insert a **comma** in the sentence below to make it clear that **only** Sally and Bob went to the cinema.
>
> ✓
>
> After they left Jon,Sally and Bob went to the cinema.   **1 mark**
>
> b) Insert **commas** in the sentence below to make it clear that **all** three children went to the cinema.
>
> ✗
>
> After they left,Jon,Sally and Bob went to the cinema.   **1 mark**

- **Colon size**

Similarly, colons and semi-colons can't be higher than the ascenders (the tops of the 'h' or 'l' letters.

> **20** Insert a **semi-colon** in the correct place in the sentence below.
>
> There are Roman ruins near our village; they are
>
> being excavated next week.
>
> 1 mark

- **Right sized letters**

A sentence needs a capital letter at the beginning but words that don't need a capital mustn't look like they have one.

> **25** Rearrange the words in the statement below to make it a **question**.
> Use only the given words.
> Remember to punctuate your sentence correctly.
>
> Statement: They are listening to music.
>
> Question: _are they listening to Music?_
>
> 1 mark

Even if you're entering a single word into a sentence, this rule applies.

> **35** Complete the sentences below, using the **simple past tense** of the verbs in the boxes.
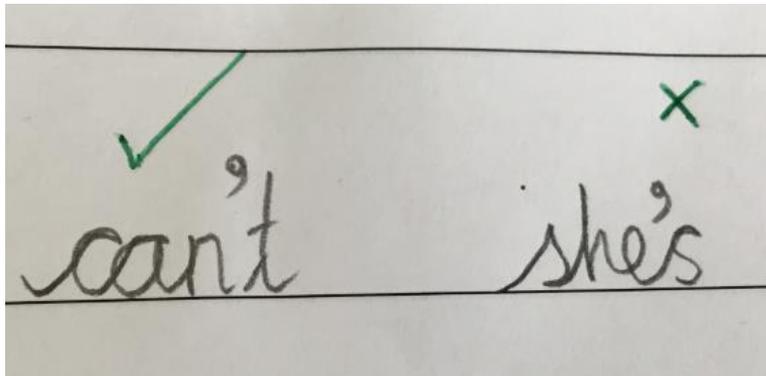>
> It was a cold day when we _Played_ handball.
>
> play
>
> My friend _threw_ the ball to me and I _caught_ it.
>
> throw
>
> catch
>
> 1 mark

- **Broken apostrophes**

If you are writing cursively, you must leave a gap when using an apostrophe (you can print your answers and leave your cursive for your writing book if you choose)

- **Adding or subtracting fractions**

Once the denominators are the same, adding or subtracting fractions is easy. Find the lowest number that is in the times-tables of each of the two denominators for your new denominators.

Q1.

$$\times 4 \left(\frac{2}{6} - \frac{1}{8} = \right) \times 3$$

$$\frac{8}{24} - \frac{3}{24}$$

- **Multiplying two fractions together**

This is the easy one, multiply the two numerators for your new numerator and multiply the two denominators for your new denominator.

Q3.

$$\frac{1}{4} \times \frac{3}{7} = \frac{3}{28}$$

- **Multiply a fraction by a whole number**

This one is easy too, just multiply the numerator by the whole number and leave the denominator the same.
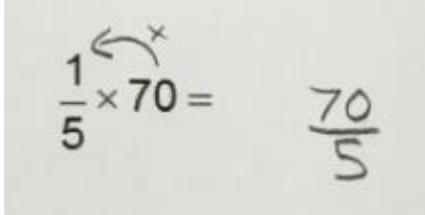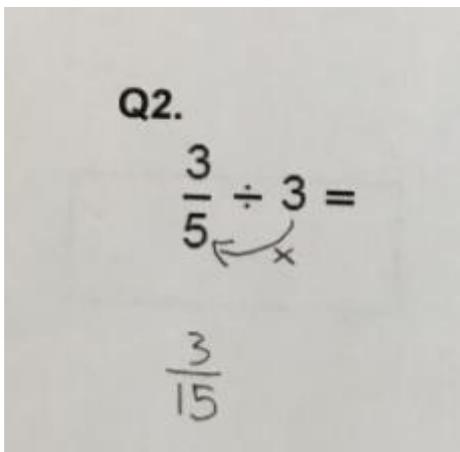
$$\frac{1}{5} \times 70 = \qquad \frac{70}{5}$$

If it helps, you can put a 1 as the denominator for the whole number because then it's just like multiplying a fraction!
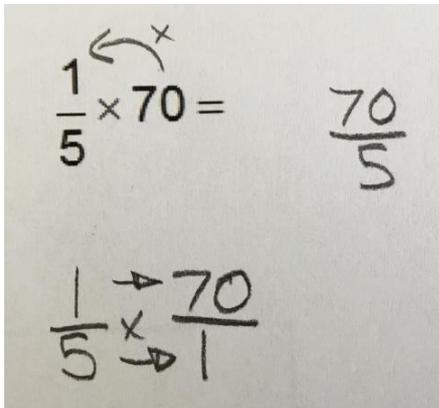
$$\frac{1}{5} \times 70 = \qquad \frac{70}{5}$$

$$\frac{1}{5} \times \frac{70}{1}$$

- **Dividing a fraction by a whole number**

This one can be hard to remember because, even though you are dividing by a whole number, you actually multiply again. You multiply the denominator this time and leave the numerator the same.
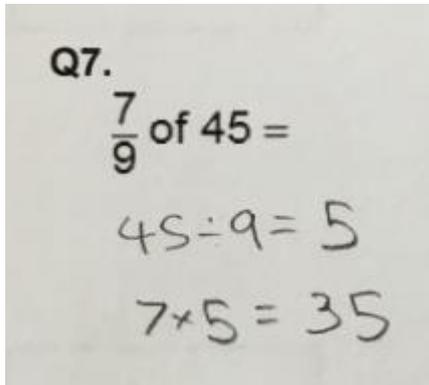
Q2.

$$\frac{3}{5} \div 3 =$$

$$\frac{3}{15}$$

- **Find a fraction of an amount**

Just divide the number by the denominator then multiply your answer by the numerator. Remember, the fraction can be written as 'of' or 'multiplied by' the whole number.

Q7.

$$\frac{7}{9} \text{ of } 45 =$$

$$45 \div 9 = 5$$
$$7 \times 5 = 35$$

- **Percentage of amounts**

It can be helpful to break percentages into pieces and add them up. You can find 50% by halving, 10% by dividing by 10 and 1% by dividing by 100. You can use these to build to a particular percentage.
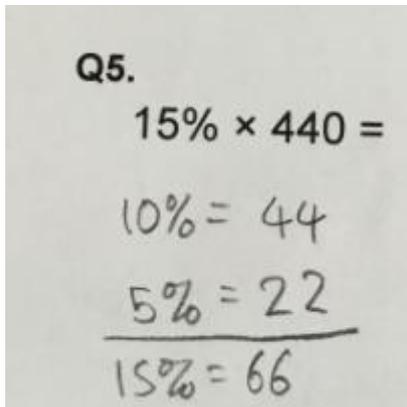
Q5.

$$15\% \times 440 =$$

$$10\% = 44$$
$$5\% = 22$$
$$\overline{15\% = 66}$$

- **Mixed numbers on sight**

If you turn a mixed number into an improper fraction as soon as you see it, you can just use all your normal fraction rules from there.
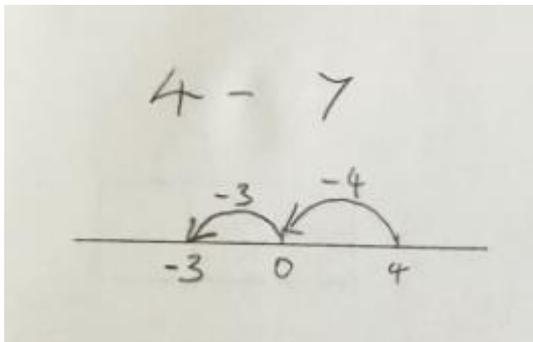
Q8.
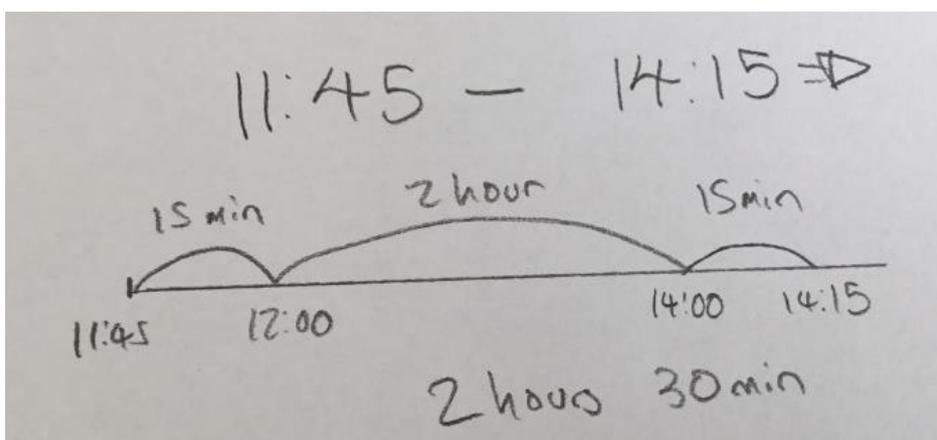
$$1\frac{1}{4} \times 4 =$$

$$\downarrow$$

$$\frac{5}{4} \times 4$$

- **Think number-line**

When you see a negative number or are subtracting a number larger than what is there, it's best to use a number-line no matter how confident you are.
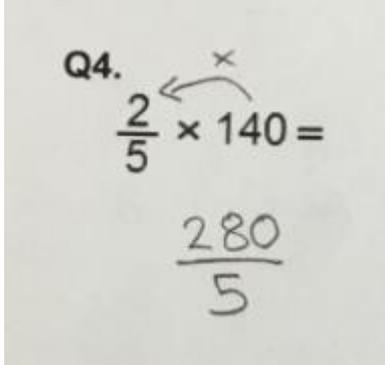
$$4 - 7$$

(number line showing -3, -4 arcs from 4 to -3 through 0)

This applies to working out time periods as well.

$11:45 - 14:15$

15 min, 2 hour, 15min

11:45 12:00 14:00 14:15

2 hours 30 min

- **Don't simplify**

Equivalent fractions and improper fractions are accepted as answers so, unless they say otherwise, save yourself some time and leave it as it is.
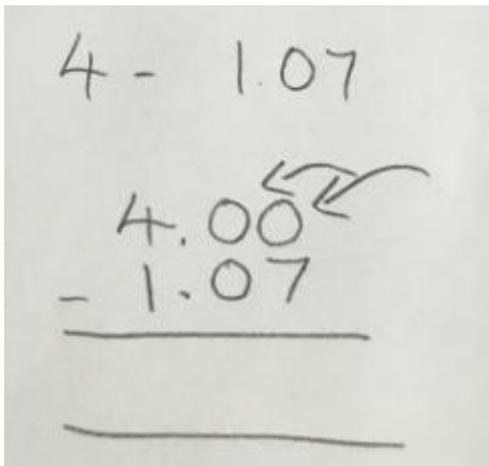
Q4.
$$\frac{2}{5} \times 140 =$$

$$\frac{280}{5}$$

- **Whole number take away a decimal**

Don't forget your place-holder zeroes! Use your decimal point to help line up place-value columns.

$$4 - 1.07$$

$$\begin{array}{r} 4.00 \\ - 1.07 \\ \hline \\ \hline \end{array}$$

- **Form your numbers**

Make sure your 1s don't look like 7s, your 6s 8s and 0s all look different and your 4s and 9s can't get confused!

- **Real checking not pretend checking**

Checking your answers means doing the working out a second time! You won't pick up on mistakes if you just look over what you did before: cover it up and do the whole thing again! You can also use the inverse to check too. Use addition to check subtraction and multiplication to check division.

<u>Taking the reading papers</u>

- **The questions basically go in order**

The first question you are asked will be about something right at the beginning of a text and the second will probably be just after that one. Later on in the questions, they may ask you to jump around a bit but the questions will pretty much go through the text in order.

- **Think about how the text is built**

As you read, try to keep track of what section you are in. Texts are divided into parts; use them to direct you to the bit you need. Non-fiction texts can even have sub-headings to help you but even fiction texts will have paragraphs to help you separate the story into sections and events.

- **Non-fiction first**

Non-fiction texts are often the most straightforward to understand because they mainly contain information and are divided into obvious sections. Consider beginning with a non-fiction text first even if it's not the first one.

- **Read around the keywords**

Use a keyword in a question to direct you to the part of the text that contains the answer. Even if that particular sentence doesn't have the answer, you can read around it (before as well as after) to find the information.

- **Bullet points for each mark**

Multi-mark questions require longer answers. Put a bullet point down the side of the answer section for each mark the question is worth and fill in as many as you can. You don't have to write in full sentences. Remember, it may be that you only fill in some of them but at least you won't miss any by accident.

- **Go maybe if you can**

Some questions ask you whether you agree with a statement and why. If there is an option to choose either "Yes and no" or "Maybe", choose this one. There will probably be at least one obvious reason for the "Yes" side and the "No" side. That's two marks worth of answer already!

- **No waffling**

Full sentences are absolutely not necessary and often a mistake because the reading test is so time-pressured. A few words are often enough and definitely leave out anything along the lines of "In my opinion…", "In the text it seems that…" or repeating a large chunk of the question in your answer.

- **Clever multiple choice**

There will often be silly options in multiple choice problems. Cross out these ones then make a choice between the remaining options. There are good guesses and bad guesses, narrow your options down. Also, two of them might be possible but one of them will be better: go for that one!