

Welcome to the Year Six SATs meeting 2019



Year 6 SATs Meeting

Objectives:

- *To talk through the expectations for SATs and the structure of the week.
- *To explain the new assessment format.
- *To share some example questions and the layout of the test papers.
- *To explain our approach and ideas for helping at home further.

The KS2 SATs will take place in the week beginning Monday 13th May.

Year 6 SATs Meeting

The new National Curriculum has 'raised the bar' for the standard that children are expected to achieve at the end of Y6.

There is a new marking scheme to replace the old level system.

Your child's marks on the tests will be used to say whether children have met the expected standard.

SATs Week Timetable (subject to change)

The tests will begin at 9:30 so the children will have time to settle in each day.

Monday 13th May	English grammar, punctuation and spelling test: Paper 1 short answer questions. <i>45 minutes</i> English grammar, punctuation and spelling test: Paper 2 spelling. <i>15 minutes</i>
Tuesday 14th May	English reading test: reading test <i>1 hour</i>
Wednesday 15th May	Mathematics: Paper 1 arithmetic test. <i>30 minutes</i> Mathematics: Paper 2 reasoning. <i>40 minutes</i>
Thursday 16th May	Mathematics: Paper 3 reasoning. <i>40 minutes</i>

No mandatory Science testing - teacher assessment only (since 2012)
HOWEVER - some schools might be sampled (notified mid-May)

Spelling, Punctuation and Grammar Test (SPAG)

The SPAG test will consist of two parts:

- *a grammar and punctuation paper requiring short answers, lasting 45 minutes, with a total of 50 marks.

- *a spelling test of 20 words, lasting around 15 minutes.

The marks from both tests will be combined to give an overall score.

Punctuation and Grammar Test

The grammar and punctuation test will include two sub-types of questions:

- **Selected response**, e.g. 'Identify the adjectives in the sentence below'
- **Constructed response**, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Common areas and rules covered:

- * Word classes (nouns, verbs, adjectives, adverbs)
- * Connectives
- * Tenses and grammatical sense
- * Subordinate clauses
- * Missing punctuation
- * Contractions (e.g. don't)

9

Which sentence uses an **apostrophe** correctly?Tick **one**.

The children's clothes were hanging up.

The childrens' clothes were hanging up.

The childrens clothe's were hanging up.

The childrens clothes' were hanging up.

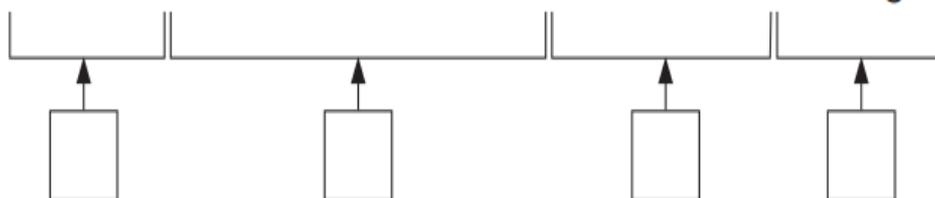
Question	Requirement	Mark
9 G5.8	The children's clothes were hanging up. <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1m

Commentary: This question assesses understanding of the possessive apostrophe with plural nouns.

13

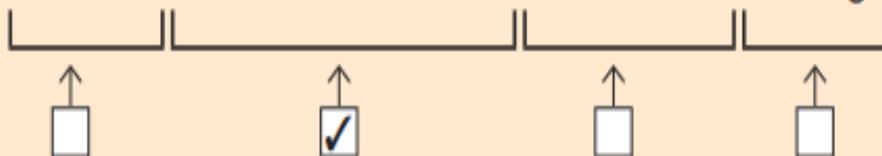
Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.



13
G3.1a

The table which is made of oak is now black with age.



1m

Commentary: This question assesses identification of relative clauses and knowledge of the term. This is a new part of the test framework, in addition to the generic test reference code of clauses.

Spelling Test

The spelling test will consist of 20 words, read by the teacher.
It is not a timed test.

Common spellings and rules covered:

- *prefixes and suffixes (anti-, mis-, -tion, -cian, -sion, ible)
- *doubling letters (e.g. hopping)
- *i before e (except after c)
- *plurals
- *common words (Wednesday, tomorrow)
- *silent letters
- *tricky words (necessary, beautiful)

Reading

Assessed on a range of reading skills:

- * ability to interpret information
- * comment on writers' use of language

Single paper with questions based on three passages of text.

Children will have one hour, including reading time, to complete the test.

Types of questions:

- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins Once upon a time. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

Teacher assessment of writing

No Writing SATs paper

We will use evidence from the children's writing across the year to say whether a child has met the end of Year 6 expectations.

This will include: (not an exhaustive list!)

- *Correct use of tense and grammatical structure of sentences.
- *Effective and adventurous use of vocabulary.
- *Structures that reflect formality (tone of writing)
- *Cohesion of text (links within and between sentences, paragraphs and whole text)
- *Wide range of sentence structures
- *Punctuation for clarity and parenthesis
- *Correct spelling of most Y5/6 words.

Maths

Your child will be tested on a range of core skills, including:

- *understanding of place value and written calculations
- *efficient mental calculation strategies
- *use formal methods for the 4 operations
- *recognise relationship between fractions, decimals and percentages and calculate using these.
- *solving problems by collecting and using information in tables, graphs and charts
- *substituting values into a formula (e.g. length \times width = area)
- *Calculating with and converting measures
- *Reasoning to find missing angles

Children will sit three papers in maths:

- **Paper 1: arithmetic, 30 minutes**
- **Papers 2 and 3: reasoning, 40 minutes per paper**

Maths

Paper 1: Arithmetic

*Consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

They will have **30 minutes** to complete the test and the paper consists of **36 questions**.

The paper is designed to assess the children's understanding of formal written methods.

Some of the calculations will show the method which the children must use to find the answer. If the method is not started for them, then they can choose their own method.

8

$$2.5 + 0.05 =$$

A grid of 20 columns and 10 rows. A rectangular box is drawn in the bottom right corner of the grid, spanning 5 columns and 2 rows.

1 mark

2.55

29

$$\begin{array}{r} 678 \\ \times 54 \\ \hline \end{array}$$

Show
your
method

2 marks

36,612

32

$$\frac{2}{5} \div 2 =$$

A large grid of blue lines on a white background, intended for students to show their working out. A smaller, empty rectangular box is drawn within the grid, positioned towards the bottom right, likely for the final answer.

1 mark

1/5

34

3 7 | 2 3 3 1

Show
your
method



2 marks

63

Maths

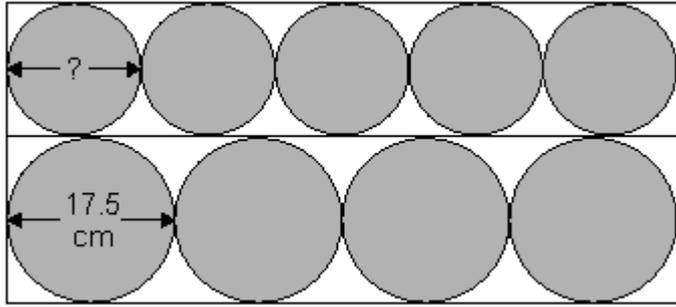
Reasoning papers

Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem

They will have 45 minutes to complete each paper.

Q3. Four large circles and five small circles fit exactly inside this rectangle.



Not actual size

The **diameter** of a large circle is **17.5** centimetres.
Calculate the **diameter** of a small circle.

Science

Not all children in Year 6 will take science SATs.

However, a number of schools will be required to take part in science sampling: a test administered to a selected sample of children thought to be representative of the population as a whole.

If selected, the tests will take place early in June.

Marking the Papers

The old National Curriculum levels are no longer used, and instead children will be given the following...

- a raw score (number of raw marks awarded)
- a scaled score
- confirmation of whether or not they attained the national standard

For the KS2 tests a scaled score of 100 will always represent the 'expected standard'.

A pupil's scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test. The pupil's raw score will be translated into a scaled score using a conversion table.

What we are doing at school

- NOT endless tests!
- Closely targeted teaching to ensure progress and achievement.
- Drip-feeding mental maths strategies, grammar and punctuation into our everyday teaching.
- Creative, practical and fun curriculum.
- Small focus group teaching in school.
- Encouraging confidence, learning skills and independence for secondary school - aim high and be the best that you can be.

How to help at home

- *all times tables and the associated division facts up to 12×12
- *practice standard methods of addition, subtraction, multiplication and division AND ensure homework is completed.
- *find real-life maths situations including shopping, cooking, telling the time. Encourage 'talking' maths: "How do you know? Can you prove it?"
- *encourage and develop writing opportunities at home. Don't settle for 2nd best writing!
- *learn different grammatical terminology and identify in reading
- *answer questions with you about the books they are reading and continue to complete their reading journal entries, encouraging quality comments.

Please don't download endless practice tests from the Internet or link success with large rewards.

Top Tips

- 1) Support your child to complete homework tasks and daily reading.
- 2) Encourage your child to work to speed.
- 3) Make sure your child is aware that getting stuck is not a problem. Move on to another challenge and come back to it or go through it together - this is how we work at school.
- 4) Remind your child that the tests are important but it is about trying to achieve their best and that we are going to be sharing our assessment too.
- 5) Try to make learning fun!
- 6) Remember children - YOU CAN DO IT! We all believe in you 😊

Thank you for coming.

Any questions?

