



Welcome to Hipsburn Primary's **Year 6 SATs Information Meeting**

Monday 20th January 2020

Purpose of the meeting

- Share the timetable for the KS2 SATs tests
- Explain how they are marked
- Share the expectations for each subject
- Look at examples
- What we are doing in school
- How you can help
- Any questions





Timetable

- Key Stage 2 SATs take place nationally in the week commencing 11th May 2020
- All tests are externally marked.
- In addition, **writing** and **science** teacher assessment is reported in June

Date	Activity
Monday 11 th May	English grammar, punctuation and spelling Paper 1: questions
	English grammar, punctuation and spelling Paper 2: spelling
Tuesday 12 th May	English reading
Wednesday 13 th May	Mathematics Paper 1: arithmetic
	Mathematics Paper 2: reasoning
Thursday 14 th May	Mathematics Paper 3: reasoning

Background



- In 2014, a new national curriculum was introduced, so assessment arrangements changed too.
- Children are in 5th year of new curriculum. They are very used to the language and terms used in the tests.
- Expectations have massively increased.
- Since 2016, test scores have been reported as 'scaled scores'.

 Department
for Education


Department
for Education

**The national
curriculum in
England**
Key stages 1 and 2 framework document

September 2013



Scaled Scores

What is meant by 'scaled scores'?

- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- Each pupil receives:
 - ✓ a raw score (number of raw marks awarded);
 - ✓ a scaled score in each tested subject;
 - ✓ confirmation of whether or not they attained the national standard.



Scaled Score Examples

On publication of the test results in July:

- a child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test;
- a child awarded a scaled score of more than 110 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age;
- a child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below the expectation for their age.



High Attaining Pupils

In the past, Key Stage 2 tests were aimed at children achieving levels 3-5 (with a national expectation to reach at least level 4).

This meant that additional level 6 tests were produced for children who demonstrated higher than expected attainment (above level 5).

Under the new system, there are no separate tests for the most-able children.

Instead, each test will have scope for higher-attaining pupils to show their strengths.

This means that some questions towards the end of the tests may be more difficult for many children but they should be encouraged to attempt as much of the test as they are able to.



Why we do them

- It is a statutory requirement for Year 6 pupils.
- SATs help teachers – and you – learn more about your child's strengths and weaknesses.
- Teachers can compare how well each child is doing with their peers, both in their school and across the country.
- They can also measure how much each child improves from one Key Stage to another and are used to predict the likelihood of children achieving specific results in their GCSEs.
- Some schools use them to set at secondary school.



How are they marked?

- Children receive a raw score.
- It is then 'scaled' – this means it is converted to a score where 100 is the national average. Last year, they could get between 80 – 120.
- If they score around 100, they will have reached 'expected' standard. A higher score is called 'Greater Depth' and a lower score will be classed as 'Working towards'.
- Your child will receive a report with this information on it.



Reading

- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- During the reading paper, a child's **inference** and **deduction** skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Sample Question

Maria and Oliver are attending a party in the garden of a house that used to belong to Maria's family. They sneak away to explore the grounds.

The Lost Queen

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

“Come on,” Maria said impatiently.

Questions 1–11 are about *The Lost Queen* (pages 4–5)

- 1** Look at the paragraph beginning: *Glancing nervously...*
Find and copy one word meaning relatives from long ago.

1 mark

- 2** *The struggle had been between two rival families...*

Which word most closely matches the meaning of the word *rival*?

Tick one.

equal

neighbouring

important

competing

1 mark

- 3** Look at page 4.

How can you tell that Maria was very keen to get to the island?

Spelling, Punctuation and Grammar



- Part 1 - Punctuation, Vocabulary and Grammar.
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- Part 2 - Spelling test containing 20 words, lasting approximately 15 minutes.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

Sample Questions



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

33

Replace the underlined word or words in each sentence with the correct **possessive pronoun**.

That bike belongs to me. That bike is _____ .

This house is owned by us. This house is _____ .

These video games belong to my brother. These games
are _____ .

1 mark

38

Write a sentence using the word point as a **verb**.
Do not change the word.
Remember to punctuate your sentence correctly.

1 mark

Write a sentence using the word point as a **noun**.
Do not change the word.
Remember to punctuate your sentence correctly.

1 mark

Spelling

15. Jasmine's _____ expression showed how happy she felt.

16. The children needed _____ rucksacks for the visit.

17. I needed to fill in my _____ on the form.

18. My mum painted the _____ blue.

19. There is a great _____ in accents across Britain.

20. The mother swan _____ guarded her nest.

Spelling 15: The word is **facial**.

Jasmine's **facial** expression showed how happy she felt.
The word is **facial**.

Spelling 16: The word is **lightweight**.

The children needed **lightweight** rucksacks for the visit.
The word is **lightweight**.

Spelling 17: The word is **nationality**.

I needed to fill in my **nationality** on the form.
The word is **nationality**.

Spelling 18: The word is **ceiling**.

My mum painted the **ceiling** blue.
The word is **ceiling**.

Spelling 19: The word is **variation**.

There is a great **variation** in accents across Britain.
The word is **variation**.

Spelling 20: The word is **ferociously**.

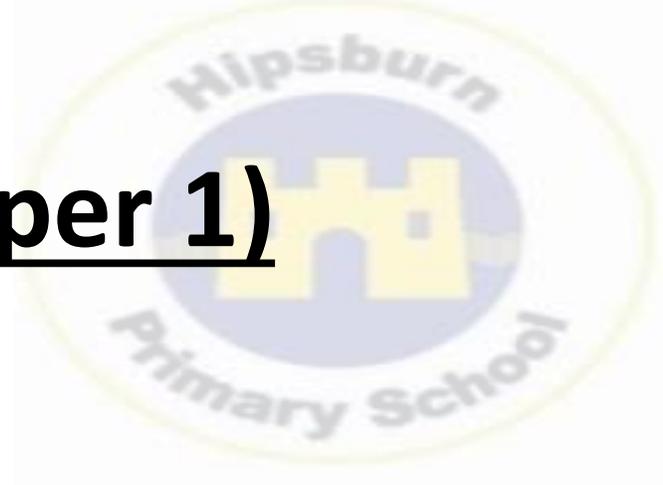
The mother swan **ferociously** guarded her nest.
The word is **ferociously**.



Mathematics

- Children will sit three tests: Paper 1, Paper 2 and Paper 3. Questions vary in difficulty and children are encouraged to attempt all questions.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

Sample Questions (arithmetic – paper 1)



17

$$125.48 - 72.3 =$$

A grid of red lines on a white background, intended for showing the student's work for question 17. The grid is approximately 10 columns wide and 10 rows high.A vertical blue rectangular box on the right side of the question 17 area, used for marking the answer.

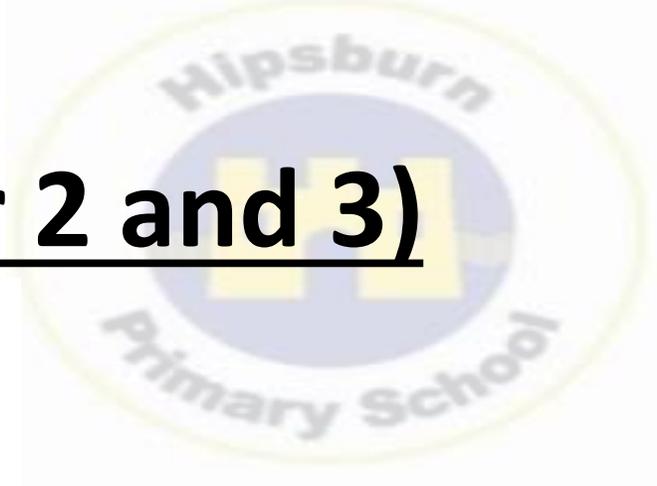
29

$$15\% \times 440 =$$

A grid of red lines on a white background, intended for showing the student's work for question 29. The grid is approximately 10 columns wide and 10 rows high.A blue rectangular box on the grid for question 29, intended for the student to write their final answer.A small white square box on the right side of the question 29 area, used for marking the answer.

1 mark

Sample Questions (reasoning – paper 2 and 3)

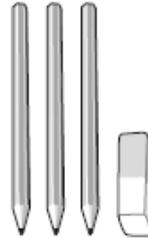


9

6 pencils cost £1.68



3 pencils and 1 rubber cost £1.09



What is the cost of 1 rubber?

Show
your
method

A large grid of red lines on a white background, intended for showing the student's method. A small empty rectangular box is drawn in the bottom right corner of the grid.

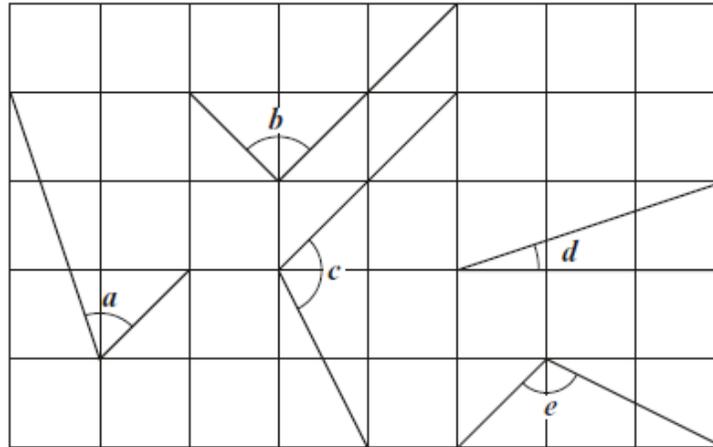
2 marks

Sample Questions (reasoning – paper 2 and 3)



7

Here are five angles marked on a grid of squares.



Write the letters of the angles that are **obtuse**.

1 mark

Write the letters of the angles that are **acute**.

1 mark



Writing – Assessed by the class teacher

The writing is teacher assessed.

I have also provided exemplification materials (these are available online <https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing>)

Writing – Assessed by the class teacher



Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Writing – Assessed by the class teacher

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

How we will help your child

- ✓ Use careful planning and assessment
- ✓ Pure Year 6 maths classes and SATs booster afternoons
- ✓ Intervention groups
- ✓ Home learning
- ✓ Lunchtime drop-in
- ✓ SATs booster club
- ✓ SATs breakfast week



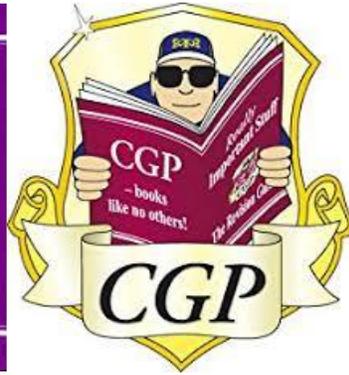
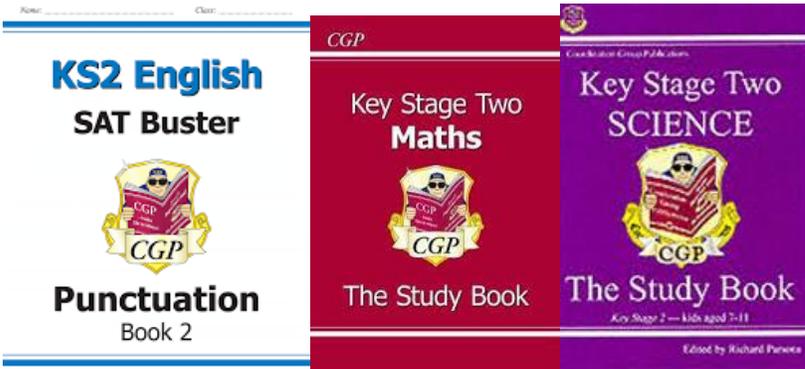
How can you help your child?



- ✓ First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- ✓ Ensure your child has the best possible attendance at school.
- ✓ Support your child with any homework tasks.
- ✓ Reading, spelling and arithmetic (e.g. times tables, mental calculations, number bonds) are always good to practise.
- ✓ Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- ✓ Make sure your child has a good sleep and healthy breakfast every morning!
- ✓ Excellent resources available in shops/internet.



How can you help your child?



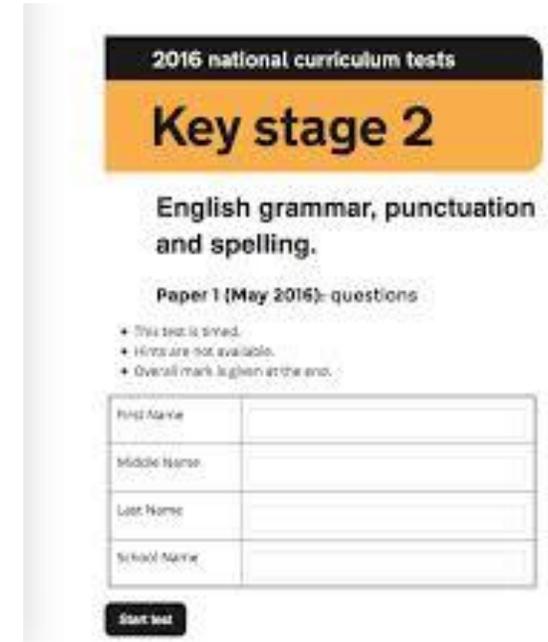
<https://www.cgpbooks.co.uk/>



<http://www.bbc.co.uk/bitesize/ks2/>



<https://uk.ixl.com/>



<https://www.sats-papers.co.uk/ks2-sats-papers>



Useful Websites

- The School Run <https://www.theschoolrun.com/>
(SATs information for parents)
- www.myminimaths.co.uk
(amazing for general practice, generates worksheets)
- www.primarygamesarena.com/Subjects/Maths
(fun maths related games)
- www.topmarks.co.uk
(amazing for general practice through games)
- www.sumdog.com
(fun maths related games)
- www.grammar-monster.com
(for all your grammar needs including tests and definitions to help understanding)
- www.teachhandwriting.co.uk
(good activities for improving handwriting)
- www.bbc.co.uk/education/subjects/zv48q6f
(good all-rounder)
- www.topmarks.co.uk
(good all-rounder)
- www.primarygamesarena.com/Subjects/English
(fun English related games)

How to Help Your Child with Reading



- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Find books that your child is interested in- more challenging books to read together and discuss- 100 book challenge on our website pages
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.

How to Help Your Child with Writing



- Spellings- make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

How to help Your Child with Maths



- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

Any questions?

