

YEAR 6 SATs Parent Meeting



Tuesday 22nd January 2019

Aims of this session

- To share important information about KS2 SATs
- To answer any questions about KS2 SATs
- Discuss / share ideas about how you, as a parent, can help your child at home



What are KS2 SATs?

- SAT stands for Standard Assessment Tests.
- All children have to be tested before they go to secondary school.
- Provide assessment information for our school, as well as secondary schools.
- Purpose – to measure how much children are improving between the key stages and if children are achieving National Curriculum age expectations.

What are children tested on?

Date	Activity
Monday 13 May 2019	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May 2019	English reading
Wednesday 15 May 2019	Mathematics papers 1 and 2
Thursday 16 May 2019	Mathematics paper 3

English

- Reading test (1 hour)
- Grammar and Punctuation (45 minutes)
- Spelling (approximately 20 minutes)

(Writing is teacher assessed.)

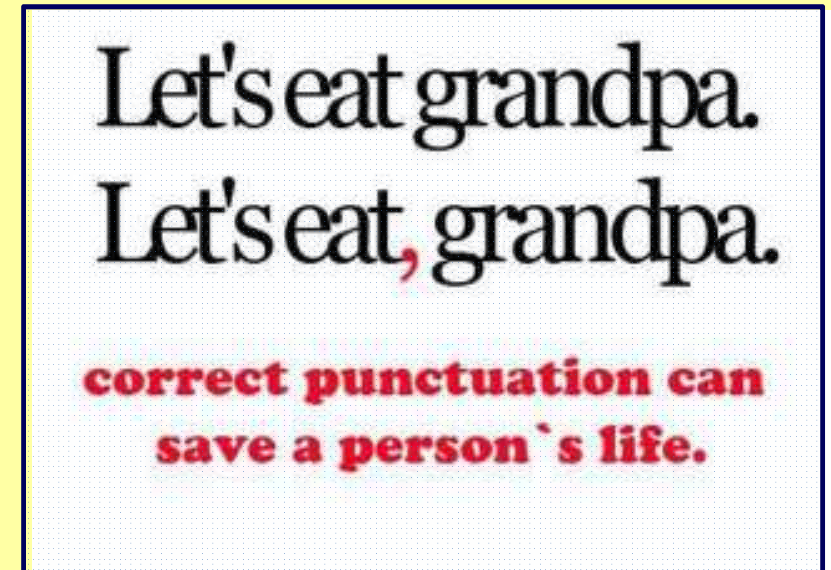
Grammar & Punctuation

· Introduced in 2013.

· However, the new NC has meant vocabulary changes and higher expectations.

· 45 minutes.

50 out of 70 marks



40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

44

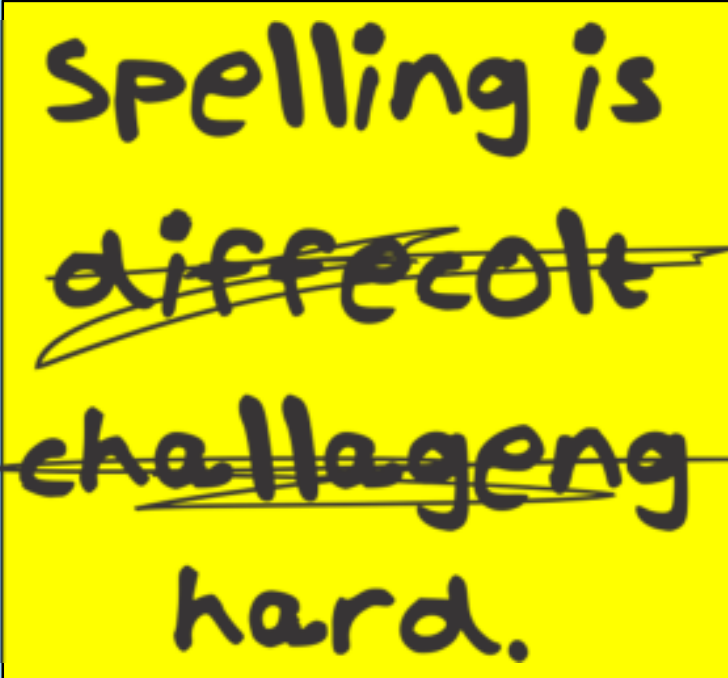
Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

Spelling test

- 20 out of 70 marks
- Can affect the overall level attained on the Grammar, Punctuation and Spelling assessment.



Spelling is
~~diffecolt~~
~~challengeng~~
hard.

Reading



- 1 hour to read booklet and answer questions.
- There will be 3 texts and sets of questions which are all different difficulty levels.
- There are a variety of different questions to be answered in different ways.
- Children cannot have any adult help in this test.

Reading

· There are 4 main types of questions on the reading paper:

· Literal (fact retrieval) – answer is there in the text

· Deductive – look for clues

· Inferential – read between the lines

· Authors intent – e.g. why does an author use a particular word



Reading

Sentence from: 'A Day in the English Countryside'

As the afternoon light started to fade, the cow stopped eating grass, stood instead with its head over the gate and gazed expectantly down the lane.

- How light was it? (Literal)
- What three things did the cow do? (Literal)
- What time of day was it? (Deductive)
- Where was the cow? (Deductive)
- What do you think the cow was expecting?
(Inferential)
- What strategies does the writer use to give the reader so much information in a single sentence?
(Authorial intent)

How can you help with reading?

- Ensure your child reads every night!
- Encourage them to read fiction, non-fiction and poetry.
- Try to ask them **questions** about the text.
- Help them with the different skills of reading, especially 'skim' reading where they are looking for key words in the text.
- Speed reading
(**100 words in one minute with no or few errors**).



Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words

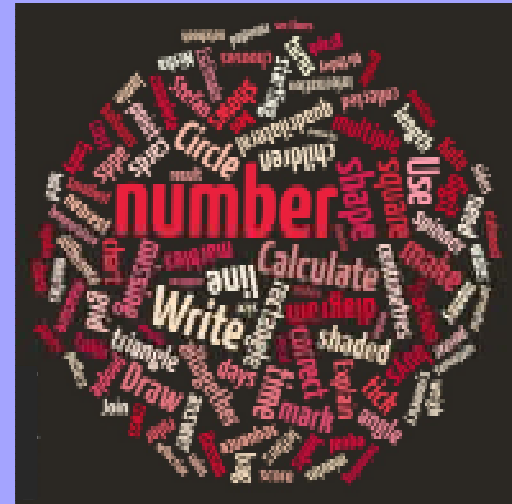


10th percentile

Mathematics

- Paper 1: Arithmetic (30 minutes)
- Paper 2: Reasoning (40 minutes)
- Paper 3: Reasoning (40 minutes)

- No calculator paper.



Paper 1: Arithmetic

- 40 marks in 30 minutes
- Children need to decide if to use a mental or written method.
- Some questions are worth two marks so, even if the answer is wrong, a mark may be given for correct working and method used.
- Questions will gradually increase in difficulty.



24	$15.4 - 8.88 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
25	1 3 3 0 1 6	<input type="text"/>	<input type="checkbox"/> 2 marks

Show your method

Maths Paper 1: Arithmetic

14

$$3.005 + 6.12 =$$

1 mark

32

$$43 \overline{) 1118}$$

Show
your
method

2 marks

Paper 2 & Paper 3

- These papers cover problem solving and reasoning.
- Each paper is 40 minutes long
- 35 marks each.

- Pupils will still require calculation skills, but will need to answer questions in context and decide what is required to find a solution.

- Some questions are worth one mark and therefore accuracy is important. Other questions are worth two marks and even if the answer is wrong, a mark may be given for correct working.

- Teachers may read questions in both written papers to pupils if asked.



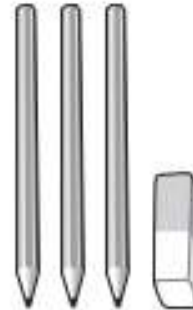
Maths Paper 2 / Paper 3 : Reasoning

9

6 pencils cost **£1.68**

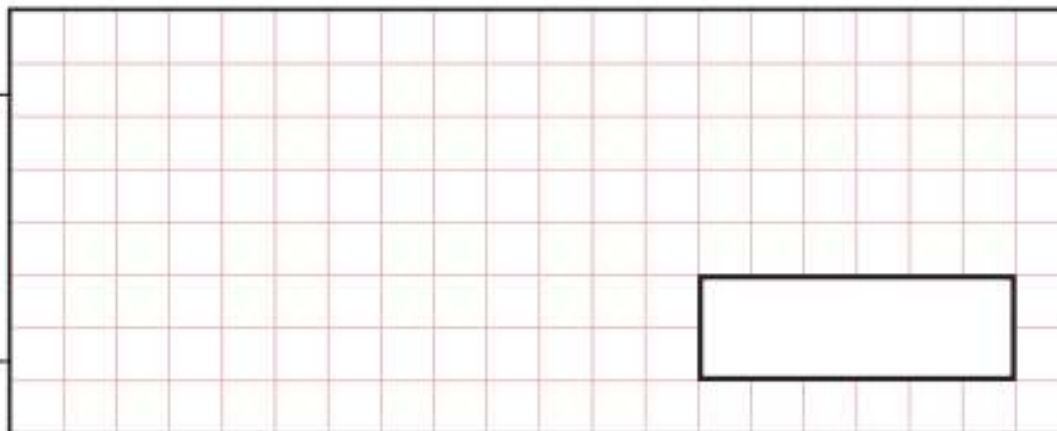


3 pencils and 1 rubber cost **£1.09**



What is the cost of 1 rubber?

Show
your
method



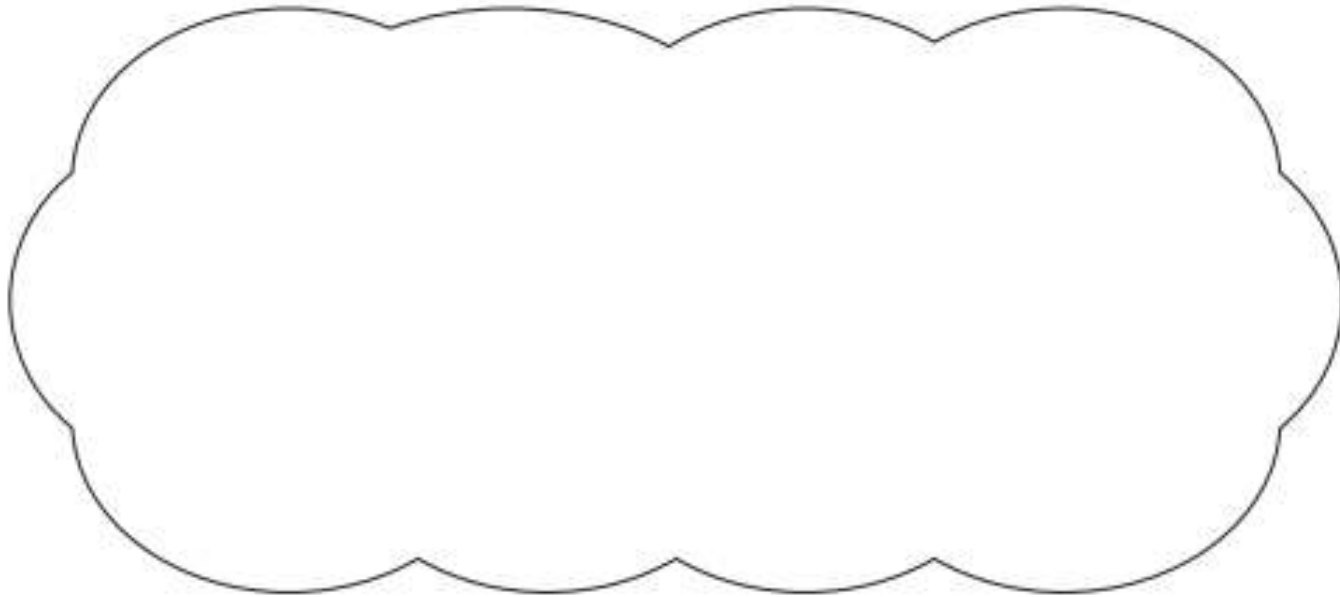
2 marks

Maths Paper 2 / Paper 3 : Reasoning

21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to 18×326



1 mark

How can you help with maths?

·Support with homework – not just helping with finding the answer, but reading the question and asking your child to explain in their own words what is being asked and their method.

·**TIMES TABLES!!!** Learning them as well as using and applying them.

·Help your child to check their work through – this will help them to spot mistakes that can sometimes be easily fixed.

Resources:

❖ Past papers.

❖ CGP exercise books.

❖ Use Education City or BBC bitesize to cover areas your child find difficult.

How will results be reported?

·As of 2016, test scores are being reported as ‘scaled scores’. This means it is very difficult to compare the assessment of a previous year with the current year.

·Your child will be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.

·The new curriculum is more rigorous and sets high expectations.

Scaled scores

- It is planned that 100 will always represent the 'national standard' (the expected standard).

- Each pupil's raw test score will therefore be converted into a score on the scale. 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 working at expected.

- In July 2018 the test results will be published and each pupil should receive:

- > 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 scores

On publication of the test results in July 2017:

- 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 100 is judged to have exceeded the national standard and 113 is demonstration that a higher than expected knowledge of the curriculum for their age has been reached.
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age.

SATs week timetable

Date	Activity
Monday 13 May 2019	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May 2019	English reading
Wednesday 15 May 2019	Mathematics papers 1 and 2
Thursday 16 May 2019	Mathematics paper 3

How is SATs week organised?

- A timetable is issued to school, telling us on which days/sessions tests must be administered.
- All children must sit the tests at the same time.
- Test papers can only be opened 1 hour before the tests begin.
- Tests are completed in the hall as well as in classrooms, with any displays that may help being covered over.
- Children are divided into groups for test administration to ensure they are properly supported and feel secure.

Writing

- Writing is teacher assessed.
- Throughout the year, evidence of your child's writing is accumulated to support the teacher's assessment judgement.
- Children need to demonstrate their level of writing in all subject areas, not just in English.



Interim writing assessment framework



Writing targets
Working towards
Y6

I can write for a range of purposes and audiences:

Using paragraphs to organise ideas.

Describing the settings.
Describing the characters.

Using cohesive devices within and across sentences and paragraphs.

Using different verb forms mostly accurately.

Using co-ordinating conjunctions, e.g. *and / but / or*.

Using subordinating conjunctions, e.g. *although / when / if / because / since*.

PUNCTUATION (mostly accurate)

capital letters
full stops
question marks
exclamation marks
commas for lists
apostrophes for contraction



Writing targets
Working at
Y6

I can write for a range of purposes and audiences (including a short story):

Creating atmosphere.

Integrating dialogue to convey characters and advance action.

Selecting vocabulary that shows the level of formality (mostly correct)

Selecting grammatical structures that shows the level of formality (mostly correct)

Using cohesive devices, including adverbials, within and across sentences and paragraphs.

Using passive voice mostly appropriately.

Using modal verbs (*might / should / could / must*) mostly appropriately.

Using adverbial phrases effectively to add detail.

Using prepositional phrases effectively to add detail.

Using expanded noun phrases effectively to add detail.

PUNCTUATION (mostly accurate)

inverted commas	semi-colons
commas for clarity	colons
punctuation for parenthesis	dashes /
hyphens	

How can you help with writing?

- Again, reading a variety of texts – the more children read, the more familiar they become with different text types.
- Spelling homework - supporting children with learning their spelling words and spelling rules, as well as their understanding of the meaning of the words
- SPaG and English homework - encouraging children to complete their weekly homework and discuss their work with them.

What is the school doing?

Grouped booster sessions after school

Grouped early morning sessions for arithmetic

Intervention groups for maths and reading during the afternoon

Resources sent home for practice

Other ways you can help

- **Attendance** - ensure your child is in school as much as possible.
- Regular and appropriate bedtimes.
- Revision balanced with breaks and physical activity.
- This is a chance to show off the hard work they have done in KS2 – and a 'You can do it!' attitude.



This is an important term, but your children are the MOST important thing!

We need to look after them!

During the SATs week

- Let school know as early as possible if your child is ill during test week and if any special arrangements need to be made.
- Communicate if there has been any upheaval or upset at home that may affect the pupil's access/performance in the test.
- Ensure your child has breakfast, a bottle of water, a good nights sleep and a healthy snack in test week.



8:00 – 8:50

