



PARENTS' INFORMATION EVENING

YEAR 6 SATS 2018

Assessment and Reporting

- 'Old' national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines.
- In the summer of 2016 test scores were reported for the first time as 'scaled scores'.
- The new curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet since the beginning of last year.

Scaled Scores

- What is meant by 'scaled scores'?
- 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.
- In July, each pupil will 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 Score Examples

On publication of the test results in July 2018:

- 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 expectation for their age.

In reading, English grammar, punctuation and spelling the following codes are used:

- WTS Working towards the standard
- NS At the national standard
- HS Higher standard

For writing, the following codes are used:

- HNM Has not met the standard
- WTS Working towards the standard
- EXS Working at the expected standard
- GDS Working at greater depth

Higher Attaining Pupils

- Previous Key Stage 2 tests were aimed at children achieving Levels 3-5 (with a national expectation to reach at least Level 4)
- In the past, additional Level 6 tests were produced for children who demonstrated higher than expected attainment, above Level 5.
- Now there won't be any separate tests for the most able children.
- Instead, each test will have scope for higher attaining pupils to show their strengths.

The Tests

- Key Stage 2 SATs take place nationally in the week commencing 13th May 2019.
- Statutory tests will be administered in the following subjects:
 - Spelling (approximately 15 minutes)
 - Punctuation, Vocabulary and Grammar (45 minutes)
 - Reading (approximately 1 hour)
 - Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
- All tests are externally marked.
- Writing will be 'Teacher Assessed' internally, as in recent years.

TIMETABLE

DATE	ACTIVITY
MON 13 TH MAY	ENGLISH GRAMMAR, PUNCTUATION & SPELLING TEST
TUE 14 TH MAY	READING TEST
WED 15 TH MAY	MATHEMATICS: PAPER 1 -arithmetic PAPER 2 - reasoning
THU 16 TH MAY	Mathematics: PAPER 3: reasoning

WRITING

Throughout the year the children will be composing independent pieces of writing to build up a portfolio of evidence.

This body of work will cover a range of genres that have been taught in class and provide evidence of the writing skills necessary to meet the expected standard.

In past years a best fit approach was used. However, now **ALL** of the skills must be grasped and applied in independent work to meet the expected standard.

Some children will be able to apply the skills consistently across most genres and will therefore be working at greater depth within the expected standard (GDS).

The Interim Framework Writing....

Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly* (years 3 and 4)
- spelling some words correctly* (years 5 and 6)
- producing legible joined handwriting.

Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]

Spelling, Punctuation and Grammar

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

Sample Questions

Grammar, Punctuation and Spelling Paper 1

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.		

1 mark

Sample Questions

Grammar, Punctuation and Spelling Paper 1

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

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.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

The reading tests are now much more challenging.

We will be :

- Exposing the children to challenging traditional and classic texts
- Developing an extensive vocabulary
- Building reading stamina
- Teaching test techniques

“Characteristics” and “impressions of” are very important questions to ask children **USING SYNONYMS**.

... they crossed the glassy surface of the lake.
Give **two** impressions this gives you of the water.

Award 1 mark for reference to any of the following, up to a maximum of **2 marks**:

reflective / shiny / mirror-like, e.g. the water reflects the light shining under the sun.

clear / transparent, e.g. you could see through the water.

*still / calm / undisturbed
flat / smooth.*

Mathematics

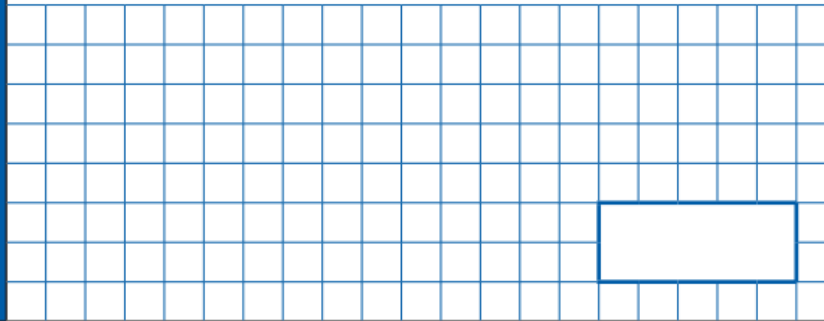
- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to 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

Maths Paper 1: Arithmetic

24

$$15.4 - 8.88 =$$

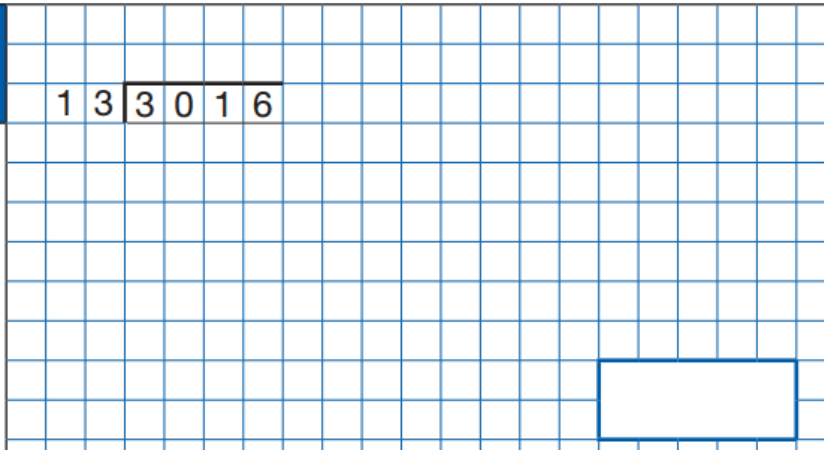


1 mark

25

1 3 | 3 0 1 6

Show
your
method



2 marks

Sample Questions

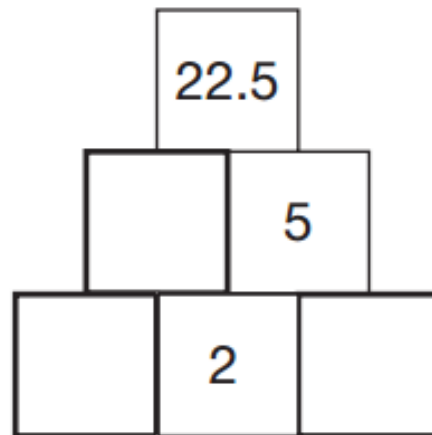
Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show
your
method

£

2 marks

How can I help my
child?

attendance
MATTERS

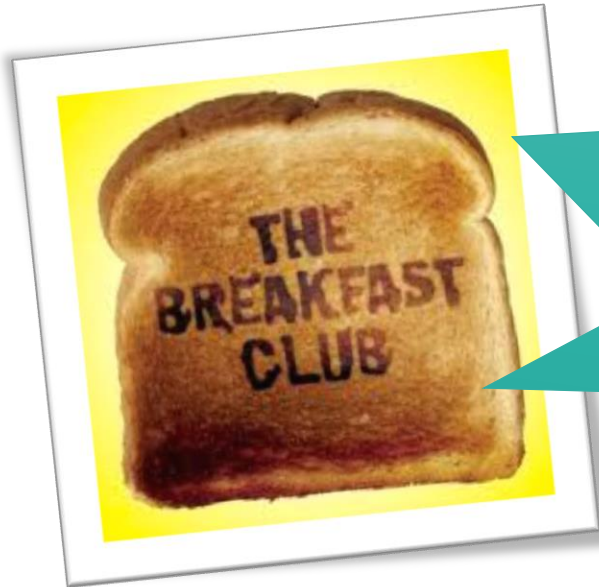
A large, bold, red scribble is drawn over the word "MATTERS". The scribble consists of several overlapping, thick red lines that form a shape resembling a stylized "A" or a large "X". A horizontal red line extends across the width of the word "MATTERS" just below the scribble.

How can I help my child?

- Support your child to complete all the set homework.
 - Encourage them to manage their time so that it is not rushed in one evening.
- 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 - every single lesson is important. Lessons are planned as a sequence so even missing one will impact on the children's progress.
- In addition, important revision sessions and booster classes take place each day to make the children feel more confident and prepared.
- There should be **no absences** in the lead up to the SATs or during the SATs week.
- The children will continue to develop their writing skills and evidence until the end of June. The writing is teacher assessed. **Good attendance is vital.**



SATS WEEK ...



Free toast and juice
for all Year 6 children!