

Year 6 SATs Information

▶ Monday 13th - Thursday 16th May 2019



Key information

- ▶ New national curriculum has been taught in all LA maintained primary schools and some academies since September 2014
- ▶ KS2 national curriculum test outcomes are reported using scaled scores
- ▶ One set of tests for each subject- reading, grammar and maths
- ▶ Tests will include a small number of questions designed to assess the most able pupils , so there are no separate tests



The KS2 tests consist of:

- ▶ English grammar, punctuation and spelling Paper 1: short answer questions
- ▶ English grammar, punctuation and spelling Paper 2: spelling
- ▶ English reading: reading booklet and associated answer booklet
- ▶ Mathematics Paper 1: arithmetic
- ▶ Mathematics Paper 2: reasoning
- ▶ Mathematics Paper 3: reasoning



Test week 2019

	Subject	Time	Marks/ raw score
Monday May 13 th	English grammar, punctuation and spelling: Paper one- short answer questions	45 min	50
	English grammar, punctuation and spelling: Paper 2-spelling	15 min	20
Tuesday May 14 th	English reading: reading booklet and associated answer booklet: 3 texts	60 min	50
Wednesday May 15 th	Maths paper 1:arithmetic	30 min	40
	Maths paper 2: reasoning	40 min	35
Thursday May 16 th	Maths paper 3: reasoning	40 min	35



TESTS: Scaled scores

END OF KEY STAGE 1 and 2 ASSESSMENTS		
RAW SCORE	SCALED SCORE	PERFORMANCE DESCRIPTOR
Range of raw scores below threshold for working towards	Less than 100	an additional category for those pupils that do not meet the 'working towards' standard
Range of raw scores which indicates that the pupil has not met expectations	Less than 100	Working towards the expected standard
Range of raw scores which indicate that pupil has met expectations	100	Working at the expected standard
Range of raw scores which indicate that pupil is working beyond expectations	Greater than 100	Working at a greater depth within the standard



KS2 SPAG test

National curriculum-

- ▶ sets out technical terms in grammar to be learnt - these are explicitly included in the test
- ▶ defines precise spelling patterns and methodologies to be taught - these are the basis of spellings in the test
- ▶ Focus on knowing and applying grammatical terminology with the full range of punctuation tested
- ▶ There will be no contextual items in the test
- ▶ Paper 1: short answer questions
- ▶ Paper 2: Spelling - pupils complete by writing 20 missing words from transcript read by test administrator



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



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 words

1. discover
2. mission
3. loose
4. sign
5. country
6. gymnastics
7. edible
8. posture
9. sleigh
10. delicious
11. scent
12. illusion
13. re-enter
14. parachute
15. abundance
16. unavoidably
17. dissolve
18. ominous
19. drawer
20. possession

- Prefixes 3
- Suffixes 2
- shun endings 2
- ably / ibly 2
- words with silent letters 1
- Homophones 1



KS2 Reading test

- ▶ greater focus on fictional texts
- ▶ mixture of genres
- ▶ least-demanding text first, following texts increasing in difficulty
- ▶ A lot to read in the time provided



Reading: question types

- ▶ questions assessing vocabulary in context
- ▶ requiring pupils to provide synonyms / explanation for vocabulary
- ▶ requiring pupils to identify language features
- ▶ requiring pupils to recognise the difference between a fact and an opinion
- ▶ comparison of information within the text



Look at page 9

Find and copy one word which shows that Emily Sharp was in charge of the house.

..... 1 mark



Look at the paragraph beginning: *'I volunteered for one of the boats...'*

In this paragraph it states: *'the men grumbled fiercely over their work.'*

What does this phrase suggest about the men's attitude towards their work? Use evidence from the text to support your answer.

.....

.....

.....

.....

3 marks

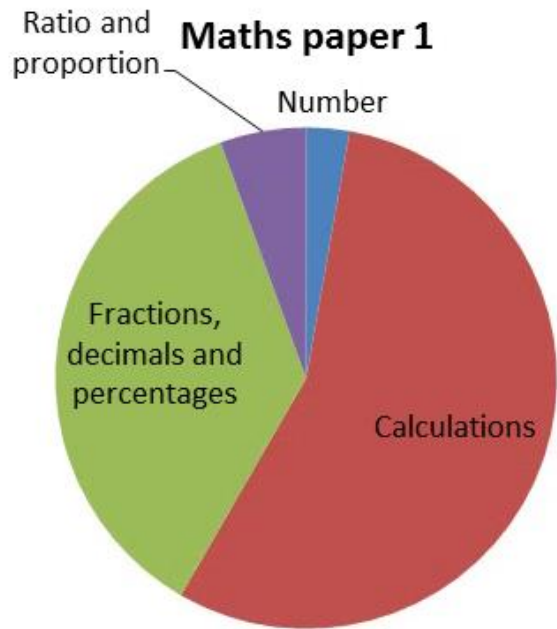


KS2 mathematics test

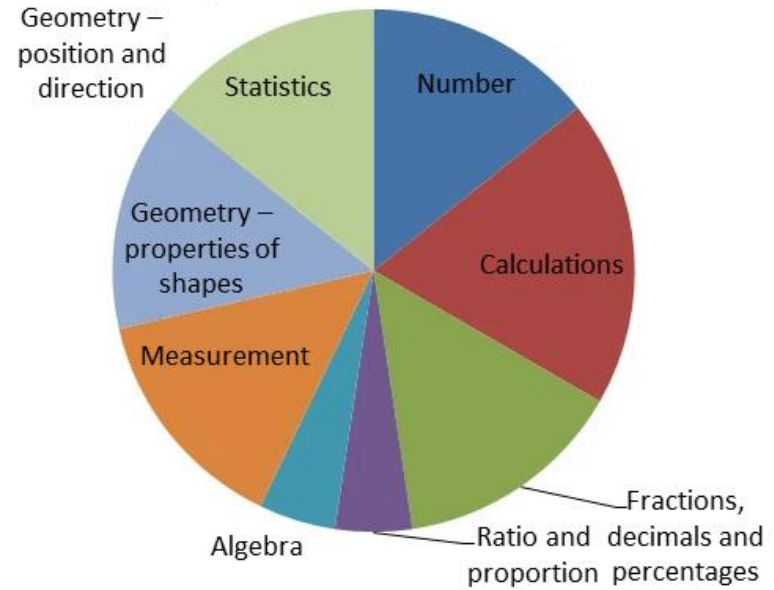
- ▶ 3 papers
- ▶ Paper 1: arithmetic; Paper 2: reasoning; and Paper 3: reasoning
- ▶ The arithmetic test assesses basic mathematical calculations
 - questions cover straightforward addition and subtraction and more complex calculations with fractions worth 1 mark each and long divisions and long multiplications worth 2 marks each
- ▶ Papers 2 and 3 each consist of a single reasoning test paper



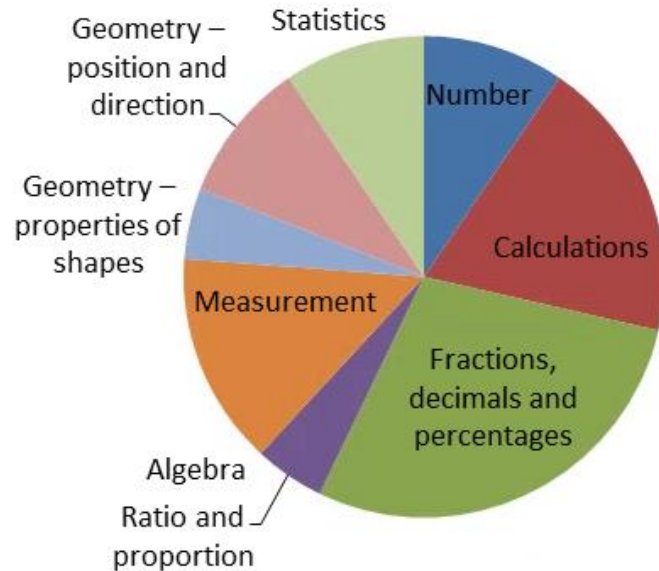
Maths paper 1



Maths paper 2



Maths paper 3



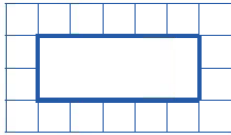
Maths paper 1: arithmetic

Questions and answers

You have **30 minutes** to complete this test.

Work as quickly and as carefully as you can.

Put your answer in the box for each question.



For questions expressed as common fractions, you should give your answers as common fractions.

All other answers should be given as either whole or decimal numbers.

If you cannot do one of the questions, **go on to the next one**. You can come back to it later if you have time.

If you finish before the end, **go back and check your work**.

Marks

The number under each box at the side of the page tells you the maximum number of marks for each question.

In this test, long division and long multiplication questions are worth **2 marks each**. You will be awarded 2 marks for a correct answer.

You may get 1 mark for showing a formal method.

All other questions are worth **1 mark each**.

If you finish before the end, go back and check your work.

36 questions in 30 min

Some questions
require children to
show method

Questions increase in
difficulty

Variations in how
calculation is stated



24

$15.4 - 8.88 =$

1 mark

25

1 3 3 0 1 6

Show
your
method

2 marks



Maths papers 2 & 3: Reasoning

Instructions

You **may not** use a calculator to answer any questions in this test.

Questions and answers

You have **40 minutes** to complete this test.

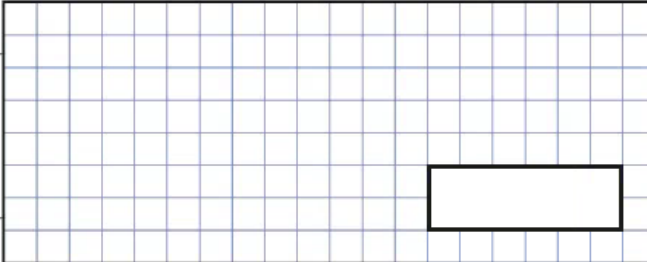
Follow the instructions for each question.

Work as quickly and as carefully as you can.

If you need to do working out, you can use the space around the question.
Do not write over any barcodes.

Some questions have a method box like this:

Show your method



The image shows a grid for showing working out. On the left side of the grid, there is a vertical label 'Show your method' with a bracket pointing to the grid. On the right side of the grid, there is a rectangular box for writing the answer.

For these questions you may get a mark for showing your method.

If you cannot do one of the questions, **go on to the next one**.
You can come back to it later, if you have time.

If you finish before the end, **go back and check your work**.

Marks

The number under each line at the side of the page tells you the maximum number of marks for each question.

Potential challenges

Mathematical vocabulary

Phraseology of questions

Written explanations required

20 questions in 40 min

Variety of styles

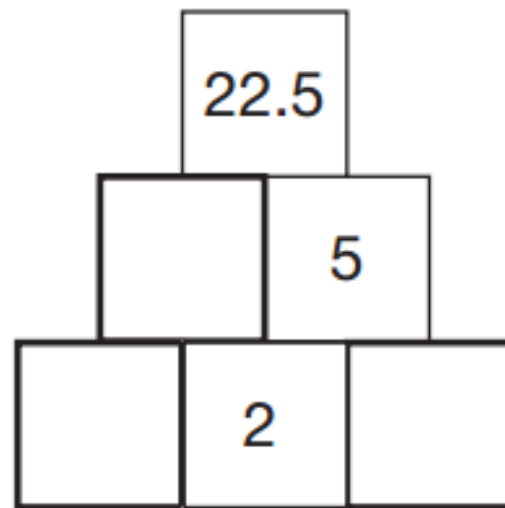


14

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



Teacher Assessment

- ▶ As well as tests for reading, grammar and maths there are teacher assessments made and reported to parents
- ▶ Writing is teacher assessed only - there is no formal test
- ▶ A range of pieces are used to assess outcome
- ▶ Participation in class and attitude to learning
- ▶ Effort towards homework
- ▶ Regular participation in external moderation to ensure consistency of judgements



Writing standards:

Interim teacher assessment framework at the end of key stage 2 - 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, including common exception words* (years 3 and 4)
- spelling some words correctly, including common exception words* (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, including common exception words* (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.]



Teacher Assessment at the end of the Summer Term

National Curriculum Standard	Reading	Writing	Grammar and Spelling	Maths	Science
Below the standard for Y6	[]	[]	[]	[]	[]
Working towards the standard for Y6	[]	[]	[]	[]	[]
At the standard for Y6	[]	[✓]	[]	[]	[]
Working at greater depth within the standard for Y6	[]	[]	[]	[]	[]



After the SATs

Reading, SPAG and Maths Papers will be sent away to external markers

Return the first week of July

Analysis of the results

Reporting to parents



How do we prepare?

- ▶ Groups according to ability
- ▶ Continuous assessment
- ▶ Assertive mentoring
- ▶ Small group tasks to target needs
- ▶ Focused Maths lessons using practice papers
- ▶ Focused English lessons using practice papers
- ▶ Focused SPaG lessons using practice papers
- ▶ Homework tasks
- ▶ Guided / independent reading



What can you do at home?

- Ensure children complete homework regularly
- Read regularly and ask questions
- Provide writing opportunities
- Learn spellings and times tables
- Ensure that children are rarely absent
- During the week of the tests, ensure that the children are in school, on time and have had a good breakfast



Help us to help them

- ▶ We strive to maintain a normal timetable- a balance of all subjects - not just test subjects
- ▶ We value all the work they have done over the last four years and encourage the importance of them achieving the highest score they can
- ▶ We make it clear that whatever school they are going to - their results are important and used by their teachers to set them
- ▶ We ensure the children experience as little stress as possible
- ▶ We need you to give them the same message

There are only 30 teaching days until SATs!

▶ **Any questions?**