

**Welcome to Barham Primary's  
Year 6 SATs Information Meeting  
Wednesday 27<sup>th</sup> March 2019**

# Purposes 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



# What are SATs?



SATs stands for **S**tatutory **A**ssessment **T**ests and are held at the end of Key Stage 1 [Year 2] and Key Stage 2 [Year 6]

## **Why we do them:**

If you have a child in year 6, at the end of key stage 2, they will take national curriculum tests in English reading, English grammar, punctuation and spelling and mathematics. The tests help measure the progress pupils have made and identify if they need additional support in a certain area. The tests are also used to assess schools' performance and to produce national performance data.

- It is a statutory requirement for Year 6 pupils.
- 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.

# This year



The style of SATs changed for the first time in 2016. The SATs tests your children will be sitting in 2019 will be the fourth set of tests in the new style.

# How are children assessed in Y6?

There are two ways your child is assessed in Year 6:

Teacher Assessment



&

SATs tests



# Teacher Assessment

Teacher assessment draws together everything the teacher/teachers know about the child, using a range of evidence from lessons, observations, marked work and school assessments.



Teacher assessment is not a 'snapshot': it shows the bigger picture and is therefore more reliable than a test.

# Teacher Assessment- writing

The children do not need to sit a writing test! 😊

Instead, the children are assessed by their teacher and progress is monitored across the year to ensure the most accurate assessment is given to your child. Your child's teacher will gather information about your child's writing from across the curriculum and identify whether they are:

Below the expected standard

Working towards the expected standard

Working at the expected standard

Working above the expected standard.





# 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 correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

# 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 writing<sup>3</sup> 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.<sup>^</sup>

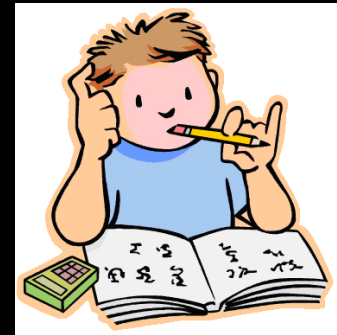
[There are no additional statements for spelling or handwriting]

# The Tests

Key Stage 2 SATs take place nationally in the week commencing Monday 13th<sup>th</sup> May 2019. Results will be given to you with your child's report at the end of summer term.

Tests will be administered in the following subjects:

- Punctuation, Vocabulary and Grammar (45 minutes)
- Reading (60 minutes)
- Mathematics
  - Paper 1: Arithmetic (30 minutes)
  - Paper 2: Reasoning (40 minutes)
  - Paper 3: Reasoning (40 minutes)



# Timetable

This year the timetable has stayed the same as last year, which worked really well.

**Monday 13<sup>th</sup> May - SPAG paper  
and Spellings**

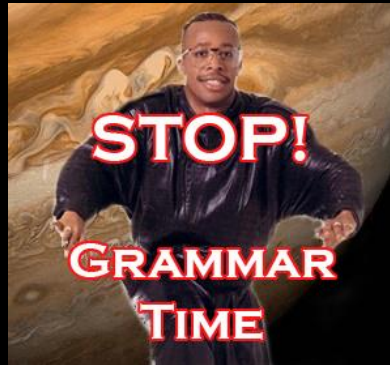
**Tuesday 14<sup>th</sup> May - Reading**

**Wednesday 15<sup>th</sup> May - Arithmetic  
and Reasoning Paper 1**

**Thursday 16<sup>th</sup> May - Reasoning  
Paper 2**

In addition, **writing** and **science** teacher assessment is reported in June.

# Spelling, Punctuation, Grammar



- Within this test, children will be sitting a spelling test which tests 20 words. This test is approximately 15 minutes long.
- A separate test is given on Punctuation, Vocabulary and Grammar which lasts for 45 minutes and requires short answer questions, including some multiple choice questions. There are approximately 42-46 questions worth either 1 or 2 marks each.
- Marks for these two tests are added together to give a total score out of 70 for Spelling, Punctuation and Grammar.

# Multiple choice questions:

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

# Underlining questions

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**

# Multiple choice questions:

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1 mark



# Matching questions

1

Draw a line to match each word to the correct **suffix** to make an **adjective**.

**Word**

manage

harm

self

**Suffix**

ish

able

ful

# Adding-in questions

9

Insert **one** comma in the correct place in the sentence below.

Limping slightly the old man walked to the end of the road.

# Writing questions

25

Rearrange the words in the statement below to make it a **question**.  
Use only the given words.  
Remember to punctuate your sentence correctly.

Statement: They are listening to music.

Question: \_\_\_\_\_

1 mark

# The spelling test

- There are 20 spellings in each test. These words test spelling rules the children have worked on during their time in school
- Common rules in the spelling test:
  - Adding prefixes and suffixes
  - The shun sound
  - Silent letters
  - Doubling consonants
  - -ough letter string
  - Soft/hard c



# The spelling test

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**.

# Reading test



- The Reading Test consists of a single test paper with three unrelated reading texts from a selection of genres.
- 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.

# Reading test

2014 key stage 2 levels 3-5

## English reading booklet



The Humble Potato



White Fang



Weird but wonderful...  
The Octopus

The texts are organised in terms of challenge. The first text is the easiest and they increase in difficulty throughout.

We encourage the children to highlight and make notes on the texts as they are reading. This is something the children have been working on throughout the year.

# Reading test



Space Tourism



Giants



The Lost World

## Reading Booklet

Sample 2016 key stage 2 English reading booklet

The texts in the test booklet are completely unrelated.

The texts will also test the children's knowledge of a range of text types: there will be non-fiction and fiction, with newspapers, letters, autobiographies, poems, an extract from a novel, an interview and a labelled diagram all being previously included.



# Sample Questions:

*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?

\_\_\_\_\_

# Multiple choice questions:

Children will face multiple choice questions. In these questions, children will be asked to choose an answer from a selection given. Children must use their knowledge of what they have read within the text.

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

# One word/sentence answers

Other questions require children to write one word, a phrase or a sentence as their answer.

9

Look at the paragraph beginning: *Maria led Oliver...*

(a) Why did Oliver find it difficult to read the inscription on the monument?

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# Find and copy answers

There has been an increase, in the last two years, in find and copy questions in SATs papers. In these types of questions, children must answer the question by choosing a word or phrase from the text and writing it exactly in their answer.

4

Look at the paragraph beginning: *Oliver rowed...*

**Find and copy one** word that suggests that the summer afternoon was quiet.

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1 mark

# Sentence answers

Some questions require the children to write a couple of sentences or to back up their ideas further.

13

Look at the first paragraph, beginning: *Dawn was casting...*

How do you know that Martine wanted to keep this ride a secret?

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1 mark

# Detailed answers.

Some answers require children to write a longer, more detailed response. These questions are usually worth three marks. Children have been learning to go 'APE': to **A**nswer, **P**rove [using a quote], and **E**xplain their answer: this method helps them to structure their answer correctly to get the most marks.

21

In what ways might Martine's character appeal to many readers?

Explain fully, referring to the text in your answer.

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# 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.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes. There are NO calculators allowed in any of the tests.
- Pupils will require calculation skills but will need to answer questions in context and decide what is required to find a solution.

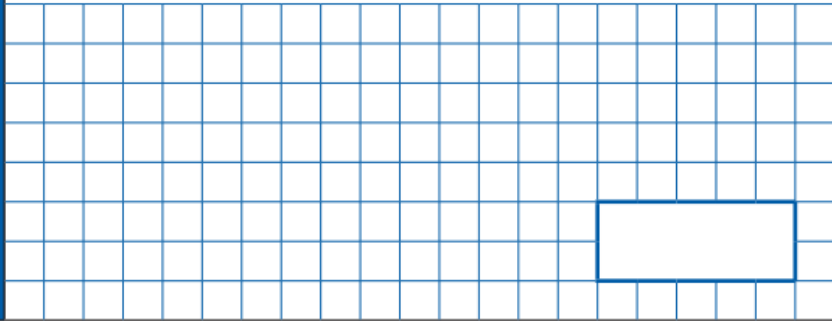
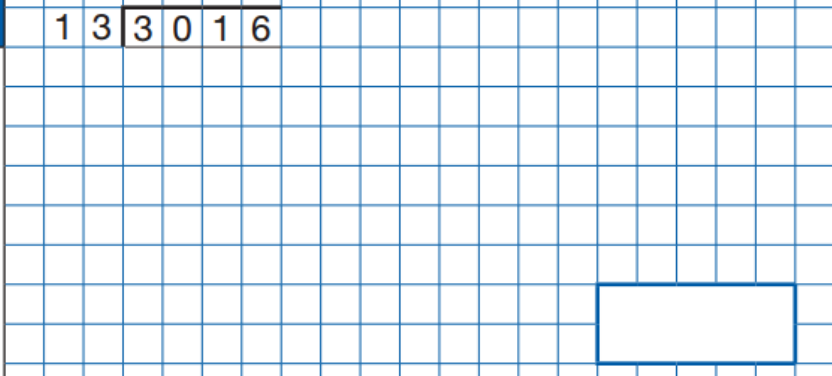
# Arithmetic paper

30 minute test

36 questions

Either 1 or 2  
marks per  
question  
depending on the  
subject

Out of 40

24	$15.4 - 8.88 =$ 	<input data-bbox="1657 601 1715 654" type="checkbox"/> 1 mark
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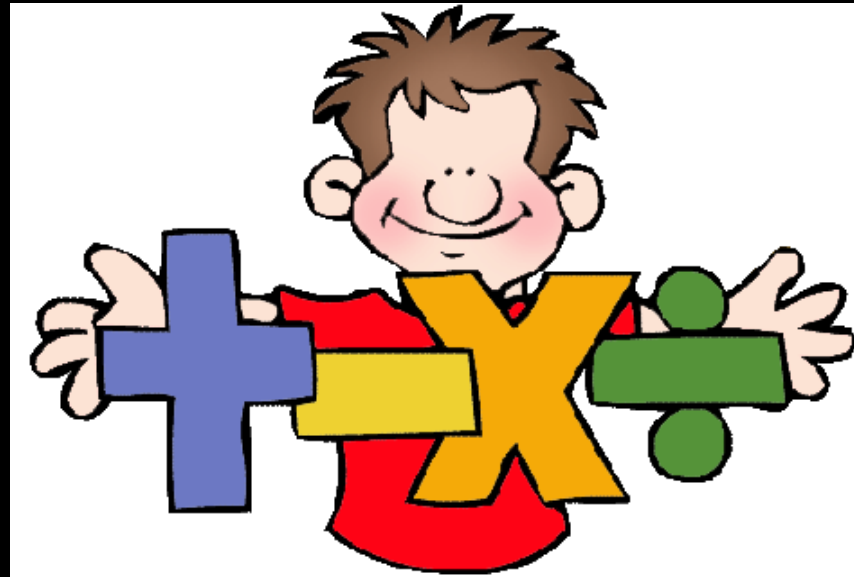
Show your method



# Arithmetic paper

The arithmetic paper tests:

- 1) Addition
- 2) Subtraction
- 3) Multiplication
- 4) Division
- 5) Square numbers
- 6) Missing numbers
- 7) Decimals, fractions and percentages
- 8) Mixed numbers/improper fractions



# Reasoning papers

There are two reasoning papers: 2 and 3.

These papers focus more on testing children's problem solving skills, with mathematical questions hidden within word problems and more complex problems.

Again, the questions in this test increase in difficulty.

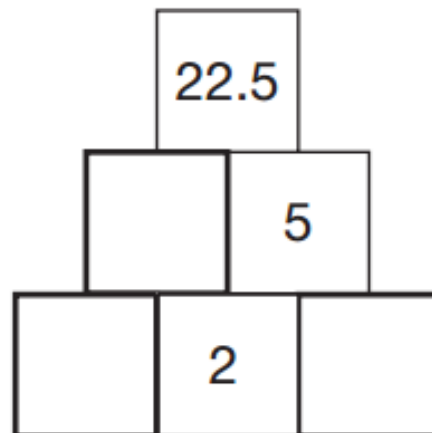
# Mathematics

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

# Mathematics

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 are the SATs assessed?

- Children are no longer given levels from their tests.
- This is the second year that test scores will be reported as 'scaled scores'.
- SATs tests are marked externally, so papers are sent away from school. We then receive the scores online around mid July.

# What are scaled Scores?

- The government have outlined that the 'National Average' is 100: that is, all Year 6 children should meet this score in their SATs tests.
- 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 low point somewhere below 100 and an upper end point above 100. This will be decided by the government.
- 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.
- The children will receive:
  - A raw score (the number of marks the children scored in each test)
  - A scaled (the raw score converted to a scaled score)
  - Confirmation of whether or not they attained the national standard

# Scaled Scores examples

- 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 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.



# Wellbeing

Most importantly, the well-being of your children is our priority!





# How will we help your child?

- Use careful planning and assessment
- Mock SATS – these have been done through the year so children are used to the process before the formal testing period.
  - Intervention groups
  - Booster sessions before school
  - Easter Holidays booster classes
  - Targeted (daily) home learning
    - Spelling Bees
- Lunchtime drop-in homework clinics
  - Lots of practise
  - Breakfast club



# Work at home

- 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, especially with learning spellings.
- Reading, spelling and arithmetic (e.g. times tables, mental calculations, number bonds) are always good to practise. Work on real life maths!
- 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.

# Attendance

Make sure your child has the best possible attendance in school.

attendance  
**MATTERS**



# SATs week

We aim to make SATs week as relaxed and stress-free as possible for the children.

❖ Breakfast Club

❖ Yoga

# Nothing to worry about!

First of all, it is really important that the children feel calm and relaxed about their SATs. All we want to see is for children to do their best and they won't do their best if they are feeling worried!



# Supporting Your Child During Exam Time

As we start to move towards exam season, Young Minds have launched advice for parents about supporting their children.

Tips include:

- Encourage your child to take revision breaks and find a balance between studying and doing things they find enjoyable and relaxing.
- Make sure they are eating and drinking at regular intervals.
- Reassure them – reinforce that you are and will be proud of them no matter what happens.
- Remain positive and hopeful!
- Let them know their feelings are valid and normal, but also offer support and solutions where possible.
- Anxiety is often worst at night and this means it is useful to encourage good bedtime routine

You can find out more here: <https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-exam-time/>

Questions?



Thank you!



thank you!