



Welcome

➔ Part 1: SATs

➔ Part 2: Residential – Little Canada



Year 6 SATs

Week bgn: Tues 9th – Fri 12th May

*** Mon 8th May now a bank holiday ***



This evening, we will look at:

- What are the End of Key Stage 2 tests and how are they organised?
- How are they assessed & what do the outcomes mean?
- How is Maths tested and how can I support my child?
- How is English tested and how can I support my child?
- What is SATs week like?

Year 6 at Craneswater

Our aim is that the children leave us following a successful and happy primary school experience. We want all of the children to make progress from their starting point and to feel confident in their next steps.

We want all of the children to develop a love of learning; to understand the joy of discovery and exploration; to be able to ask questions and seek answers and to be confident in their role within the wider community.

However, children deserve a grading that realistically reflects their abilities and therefore we need to prepare them for the SATs tests fully.

Timetable

Tuesday 9th May

Spelling (15 minutes)

Punctuation, Vocabulary and Grammar (45 minutes)

Wednesday 10th May

Reading Comprehension (60 minutes)

Thursday 11th May

Paper 1 (30 minutes) – Arithmetic

Paper 2 (40 minutes)- Reasoning 1

Friday 12th May

Paper 3 (40 minutes) – Reasoning 2

All tests are externally marked.

Writing will be teacher assessed. **All** writing from now could be used.

Assessment and reporting

Each pupil will receive:

- a raw score
- a scaled score
- confirmation of whether or not they have attained the national standard.

Scaled Scores

Raw scores are converted into scaled scores.

The scale will have a lower end point at **80** and an upper end point at **120**.

A score of **100** will always represent the national standard – Age Related Expectation.

A scaled score above **110** is 'Greater Depth'.

Higher Attaining Pupils

- All abilities will be catered for within the one test.
- The curriculum requires greater depth of understanding and application, rather than extension.

However, all the children will have access to these more complex questions; therefore, it is important that the children develop a have-a-go attitude. There will be some easier as well as some more challenging questions so the confidence of the children is very important.

Questions DO NOT necessarily go from easiest to hardest.

Spelling, punctuation and grammar

A Spelling Test is administered which takes about 15 minutes.

It contains 20 words which are read in context.

A separate test covers Punctuation, Vocabulary and Grammar.

This test lasts for 45 minutes and requires short answers and some multiple choice.

Marks for these two tests are added together to give a total score of 70 for Spelling, Punctuation and Grammar.

Each week we will set an online quiz for SPAG.com – this is for pupils to recap key terminology and practise different question layouts.

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



Reading

The Reading test consists of a single paper with three unrelated reading texts. These texts increase in length and complexity.

Story extracts, information pages, poems

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 child's comprehension, retrieval, inference, knowledge of vocabulary and authorial choice.

Example Questions - Reading

The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...*(page 8)

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples: __

Match the events to the year in which they happened.

Anousheh Ansari went to space.

1969

The first man stepped on the Moon.

1998

Dennis Tito went to space.

2001

The International Space Station was built.

2006

Why Reading Plus

Last year, the reading paper contained 2,168 words

Children need to read around 160 words per minute to give them enough time to read the paper and answer the questions fully.

The average reading speed for a year 6 pupil is 100 wpm; therefore, this is a skill that will require explicit practise.

Children with lower reading ability are 8 x more likely to be below 'age related expectation' in maths.

Reading Plus cover year 1 to Further Education level so all pupils will be catered for.

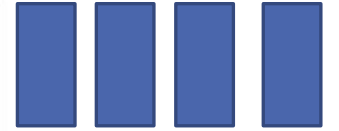


Select a program and begin lessons!

This Week's Lessons ?



Reading



Vocabulary

Master 180 more words to unlock the next level.



Visual Skills

ACHIEVEMENTS & AWARDS

[View](#) ▶

3 days, 14 hours left for this week's assignments to be completed.

Your Total Assignment Completion ?

Goal

SR

0

RA

0

iB

0

Welcome to SeeReader.
Choose a selection.



Filters Click to filter by topic that interests you.



A Day for All Souls



Level C

1213 Words



Arlon's Rescue



Level C

1131 Words



Hidden in the
Ground



Level C

1339 Words



A Family in Trouble



Level C

1241 Words



The Ghost's
Strange Tale



Level C

1323 Words



Trading Lives



Level C

1350 Words

More

More

LEVEL PROGRESS

Step

1

Let's get your I-Rate

This Week's Assignment

Get a combo (2 x 80 %) to
unlock new texts.

Mathematics

The children will sit three tests: Paper 1, Paper 2 and Paper 3.

Paper 1 is an Arithmetic Paper and lasts for 30 minutes. The paper covers calculation methods for all operations, including sophisticated 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.

Calculators are not allowed.

Papers 2 and 3 both have Problem Solving and Reasoning questions.

The tests last for 40 minutes.

The children need to show they can apply their calculation skills within different contexts and decide what is needed to find a solution.

Papers can be read to the children.

24

$$15.4 - 8.88 =$$

A large grid for showing the calculation method. A rectangular box is drawn at the bottom right of the grid, intended for the final answer.

1 mark

25

1 3 3 0 1 6

Show
your
method

A large grid for showing the calculation method. A rectangular box is drawn at the bottom right of the grid, intended for the final answer.

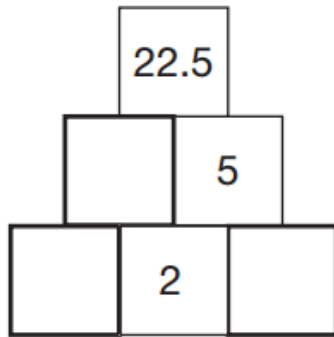
2 marks

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

A bus company has **62 minibuses**.

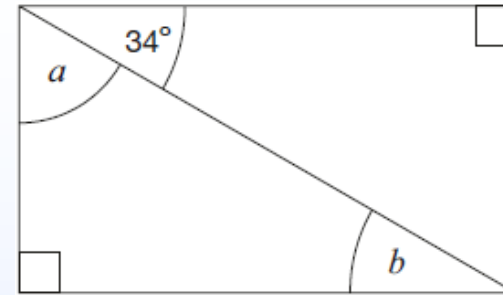
On average, each minibus travels **19 miles** on a gallon of fuel and goes **284 miles** each day.

The Company says it needs about **1000 gallons** of fuel every day.

Approximate these numbers and **make an estimate** to show whether what the company says is about right.

You **must** show how you got your answer.


Show your **working**.
You may get a mark




Not to scale

Calculate the size of angles *a* and *b*.

Do not measure the angles.

 $a = \boxed{}^\circ$

1 mark

 $b = \boxed{}^\circ$

1 mark



How can I help my child?

Reassure, praise and encourage. Focus on their effort- if they are trying hard, recognise this.

Ensure that your child has the best possible attendance at school.

It is vital that your child attends school on the days of the tests.

If they are feeling ill, then can come in to do the test and then leave.

Supporting your child with Reading:

Always focus on the enjoyment and love of reading.

Read a little at a time but often (rather than less regularly for longer periods).

Look up definitions of words together – you could use a dictionary, the internet or an app on a phone.

All reading is valuable – it doesn't have to be just stories.

Supporting your child with Maths:

- Times Tables Rock Stars
- Encourage opportunities for telling the time
- 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 or chess
- Encourage your child to work mentally on mathematical problems, e.g.
- Which is the better deal, 2 bags of pasta at £1.49 each or a big bag at £2.79?

Writing:

Writing is assessed through a 'portfolio of writing' rather than a test. We have already started this.

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	
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	
use a conjunctions, adverbials of time and place, pronouns and synonyms to build cohesion 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: <ul style="list-style-type: none">• inverted commas• other punctuation to indicate direct speech	
spell correctly most words from the year 5/year 6 spelling list	
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
maintain legibility in joined handwriting when writing at speed.	

Working Towards the expected standard

Working at greater depth

What to expect during SATS week:

Routines are key – quality sleep and relaxation each evening.

After each test, we will give the children plenty of down time e.g. extra play, art, PE etc.

Please arrive on time each day – we start the day with brain warm up activities.

Tests happen in the classroom with their teachers – children have practised this throughout the year.

Some pupils will have a specific adult in a designated place (scribe or extra time etc.) – they will have done this before the real SATs.



Transition to Secondary School:

- Test outcomes are shared – raw scores and scaled scores
- Writing teacher assessments are shared
- Transition meeting with each school between class teacher and year leaders – academic + social/emotional
- SENCO handover
- Transition day – Monday 3rd and Tuesday 4th July (go directly to secondary school)



Thank you for your continued support

**Please speak to your child's class
teacher for any additional information.**