



**Year 6 SATs  
Parents' briefing**



**Thursday 23<sup>rd</sup> February 6:00 – 7:30pm**

# What are SATs?

- ▶ This is an acronym for **Standard Attainment Tests**.
  - ▶ These **are compulsory** for our children at Nutfield Church Primary School.
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**Year 6 SATs are during the  
week of the 8th – 11th May  
2017.**

**No Year 6 absence during this  
week please.**

# Changes to KS2 SATs in 2016

- ▶ In 2015/16 children in all years at Key Stage 1 and 2 are expected to now study the new national curriculum. 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.
- ▶ Last summer, children in Year 2 and Year 6 were the first to take the new SATs papers reflecting the new curriculum expectations.

# What is expected by the end of KS2?

- ▶ ‘Old’ national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines.
  - ▶ From 2016, test scores will be 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 still 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 which all schools have had to work hard to meet since the beginning of last year.
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# What is meant by 'scaled scores'?

- ▶ It is planned that 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.
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# Score for each individual pupil

In July 2016 for the first publication of test results, each pupil will receive:

1. A raw score (number of marks awarded).
  2. A scaled score in each tested subject.
  3. Confirmation of whether or not they attained the national standard.
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# Scaled score example

- ▶ On publication of the test results in July 2016:
  - ▶ 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.
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- ▶ Reading: 21 out of 50

English reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	82
5	83
6	85
7	86
8	87
9	88
10	89
11	90
12	91
13	92
14	93
15	94
16	95

English reading	
Raw score	Scaled score
17	96
18	97
19	98
20	99
21	100
22	100
23	101
24	102
25	103
26	104
27	104
28	105
29	106
30	107
31	108
32	109
33	109

English reading	
Raw score	Scaled score
34	110
35	111
36	112
37	113
38	114
39	115
40	116
41	117
42	118
43	119
44	120
45	120
46	120
47	120
48	120
49	120
50	120

# 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.
  - ▶ There are no separate tests for the most able children.
  - ▶ Instead, each test will have scope for higher attaining pupils to show their strengths.
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# Test Timetable

**Monday 8 May**

English reading test, reading booklet and associated answer booklet. Reading (60 minutes)

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**Tuesday 9 May**

English grammar, punctuation and spelling test, Paper 1, short answer questions on English grammar, punctuation ( 45 minutes) and Paper 2, spelling (approximately 15 minutes).

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**Wednesday 10 May**

Mathematics, Paper 1, arithmetic test (30 minutes). Mathematics, Paper 2, reasoning ( 40 minutes).

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**Thursday 11 May**

Mathematics Paper 3, reasoning (40 minutes).

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# Additional test

- ▶ In addition, some schools will be required to take part in **Science** testing, consisting of three tests in Biology, Physics and Chemistry. Not all schools will take part in this sampling, which takes place on a later date.
  - ▶ All tests are externally marked.
  - ▶ **Writing** will be 'Teacher Assessed' internally, as in recent years.
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# Year 6 Reading



[phillipmartin.info](http://phillipmartin.info)

# Key Stage 2 Reading

The Reading Test consists of a single test paper with three unrelated reading texts (between 1500-2300 words in total).

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.

# Type of questions

There will be a selection of question types, including:

- **Ranking/ordering**, e.g. ‘Number the events below to show the order in which they happen in the story’
- **Labelling**, e.g. ‘Label the text to show the title of the story’
- **Find and copy**, e.g. ‘Find and copy one word that suggests what the weather is like in the story’
- **Short constructed response**, e.g. ‘What does the bear eat?’
- **Open-ended response**, e.g. ‘Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.’

# What's tested?

2a	2b	2c	2d
<i>Give/explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text/ explain and justify inferences with evidence from the text.</i>
2e	2f	2g	2h
<i>Predict what may happen from details stated and implied.</i>	<i>Identify/explain how information/narrative content is related and contributes to meaning as a whole.</i>	<i>Identify/explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>

# Year 6 EGPS

A cartoon bee character with a yellow body and black stripes, a red bow on its head, and two antennae with green spheres. It is smiling and looking towards the left.

**Grammar**

A cartoon bee character with a yellow body and black stripes, a red bow on its head, and two antennae with green spheres. It is smiling and looking towards the left.

**Spelling**

# KS2 EGPS

- ▶ New curriculum for English – significant emphasis on children knowing, understanding and applying terminology relating to grammar and punctuation.
  - ▶ The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and a spelling test of 20 words, lasting around 15 minutes.
  - ▶ This year there is a significant emphasis on spelling compared to previous years not only in their EGPS test but also in the children own writing.
  - ▶ Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.
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The grammar and punctuation test will include two sub-types of questions:

- ▶ Selected response, e.g. 'Identify the adjectives in the sentence below'.
- ▶ Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

# What's tested?

G1	G2	G3	G4	G5	G6	G7
Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality

# KS2 Grammar Features

For example:

- Verbs (was and were)
  - Prefix
  - Contractions and possession for apostrophe
  - Pronouns
  - Relative clauses
  - Main clause
  - Synonyms
  - Fronted adverbials
  - Determiners
  - Prepositions
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# Year 6 EGPS



Qu.	Spelling	Mark	Content domain coverage
1	discover	1	S41 – Prefixes
2	mission	1	S47 – Endings which sound like / jən /, spelt <i>-tion, -sion, -ssion, -cian</i>
3	loose	1	S61 – Homophones, near homophones and other words that are often confused
4	sign	1	S60 – Words with ‘silent’ letters
5	country	1	S40 – The / ʌ / sound spelt <i>ou</i>
6	gymnastics	1	S39 – The / i / sound spelt <i>y</i> other than at the end of words
7	edible	1	S56 – Words ending in <i>-able</i> and <i>-ible</i> Words ending in <i>-ably</i> and <i>-ibly</i>
8	posture	1	S44 – Words with endings sounding like / ʒə / or / tʃə /
9	sleigh	1	S52 – Words with the / eɪ / sound spelt <i>ei, eigh, or ey</i>
10	delicious	1	S46 – The suffix <i>-ous</i>

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11	scent	1	S51 – Words with the / s / sound spelt <i>sc</i>
12	illusion	1	S45 – Endings which sound like / ʒən /
13	re-enter	1	S41– Prefixes
14	parachute	1	S49 – Words with the / ʃ / sound spelt <i>ch</i>
15	abundance	1	S55 – Words ending in <i>-ant, -ance, -ancy, -ent, -ence, -ency</i>
16	unavoidably	1	S56 – Words ending in <i>-ably</i> and <i>-ibly</i>
17	dissolve	1	S41 – Prefixes
18	ominous	1	S46 – The suffix <i>-ous</i>
19	drawer	1	S61 – Homophones, near homophones and other words that are often confused
20	possession	1	S47 – Endings which sound like / ʃən /, spelt <i>-tion, -sion, -ssion, -cian</i>

# Year 6 Writing



- ▶ No longer an externally assessed writing test for the children to sit.
- ▶ All writing is assessed through teacher assessment– evidence from throughout the year.
- ▶ Evidence gained from **all** books.
- ▶ External Moderators can come into school to scrutinise teacher assessment judgements.

# New Standards



Interim standards is introduced this academic year.

▶ Exceptionally high standards for:

1–**Handwriting**: Children should have a neat legible, joined style of writing. Unless the children write in a joined, legible and fluent style, they cannot be awarded ‘working at expected standard’. Children are encouraged to apply this to all their writing in school as well as their homework.

2–**Spelling**.

3–**Grammar & punctuation**.

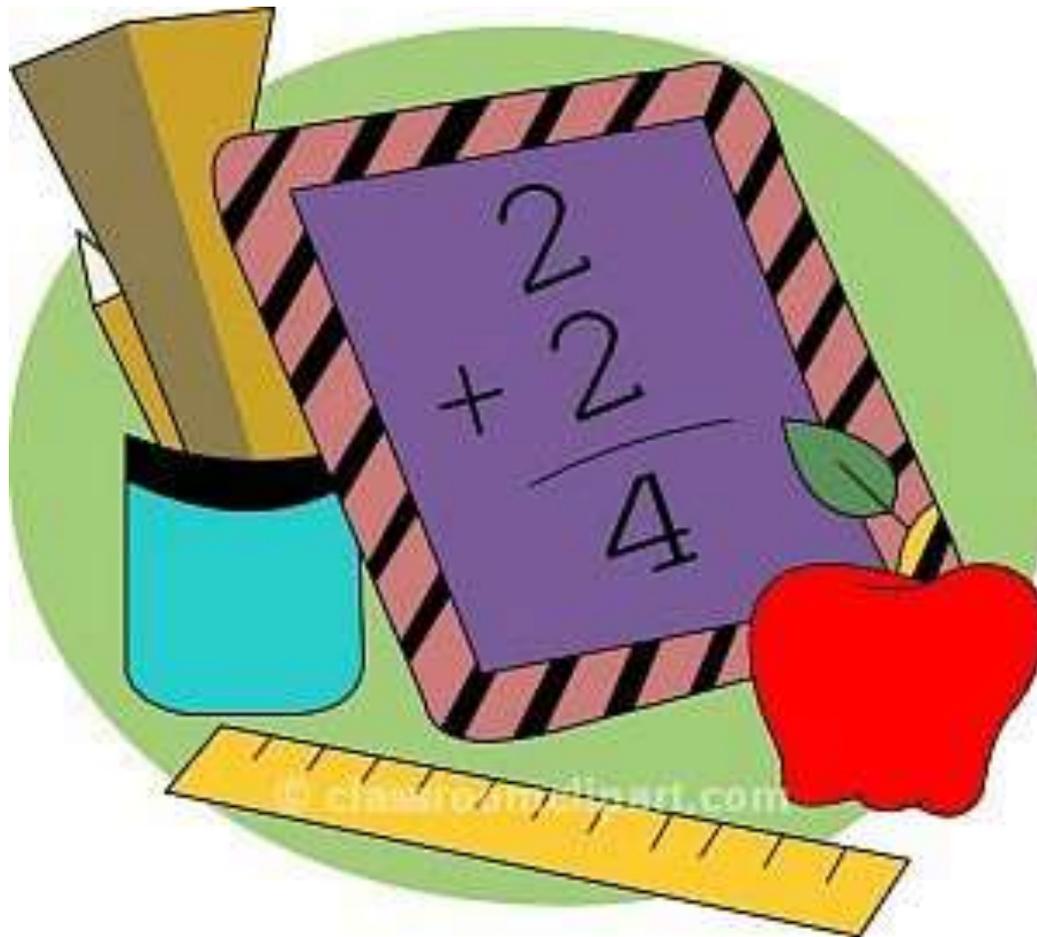
- ▶ The children will be assessed as either ‘working towards the expected standard’, ‘working at the expected standard’ or ‘working at greater depth’.
  - ▶ For children to be working at expected standard, they must consistently demonstrate **ALL** these features, **ALL** of the time:
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Writing - Working At the Expected Level		Name:					
The pupil can write for a range of purposes and audiences (including writing a short story)	<b>Evidence</b>						
• 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 mostly correctly	inverted commas						
	commas for clarity						
	punctuation for parenthesis						
making some correct use of	semi-colons						
	dashes						
	colons						
	hyphens						
maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.							

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	commas for clarity							
	punctuation for parenthesis							
making some correct use of	semi-colons							
	dashes							
	colons							
	hyphens							
maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.								

<b>Writing - Working At Greater Depth Within the Expected Level</b>		<b>Name:</b>						
The pupil can write for a range of purposes and audiences		<b>Evidence</b>						
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 mostly correctly, including								
	semi-colons to mark the boundary between independent clauses							
	colons to mark the boundary between independent clauses							

# Year 6 Maths



- 3 papers:
  - 1 arithmetic paper
  - 2 mathematical reasoning papers
- Gridded paper provided in answer spaces for questions on the arithmetic paper and some questions on Paper 2

### Format of the tests

	Key Stage 1	Key Stage 2
Papers	Paper 1: Arithmetic Paper 2: Mathematical reasoning	Paper 1: Arithmetic Papers 2 and 3: Mathematical reasoning
Total number of marks	Paper 1: 25 marks Paper 2: 35 marks <b>Total: 60 marks</b>	Paper 1: 40 marks Papers 2 and 3: 35 marks per paper <b>Total: 110 marks</b>
Timing	Paper 1: 20 minutes (approximately) Paper 2: 35 minutes (approximately) <b>Total: 55 minutes</b>	Paper 1: 30 minutes Papers 2 and 3: 40 minutes per paper <b>Total: 110 minutes</b>

**Table 10: Profile of content domain**

Content area Strand	Number of marks	Percentage of marks
<b>Number, ratio and algebra</b> Number, place value (N) Addition, subtraction, multiplication, division, calculations (C) Fractions, decimals and percentages (F) Ratio and proportion (R) Algebra (A)	83–93	75–85%
<b>Measurement, geometry and statistics</b> Measurement (M) Geometry – properties of shapes (G) Geometry – position and direction (P) Statistics (S)	17–27	15–25%

**Table 11: Profile of marks by paper and national curriculum element**

Paper	Number, ratio and algebra	Measurement, geometry and statistics	Total marks
<b>Paper 1</b> (arithmetic)	40	0	40
<b>Papers 2 and 3</b> (fluency, mathematical problem solving and mathematical reasoning)	22–26	9–13	70 (35 each paper)

# Checking answers

- ❑ Develop skills needed to check answers.
  - ❑ Encourage children to actually re-do the calculation.
  - ❑ Give children examples where mistakes have been made. Let the children mark it. Can they spot and correct the mistakes?
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# Common errors

- ❑ Missing out the correct unit of measurement in the answer.
- ❑ General presentation – final answer not being clear.
- ❑ Numbers not clearly formed e.g. ‘0’ looking like a ‘6’
- ❑ Decimal points – missing them out or making them look like a comma.
- ❑ 2 step problems – make sure children follow the whole question through.
- ❑ Recording the monetary values incorrectly e.g. must be £8.90 not £8.9
- ❑ Missing comma as a symbol for thousand separator e.g. £1252.1 It should be £1,252.1

# Ensuring the best results for your child – Parental support

Don't worry your child can not fail the SATs test. 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!

- ❑ Helping your child with their homework, hear them read and learn their multiplication tables and spellings.
- ❑ Showing interest. Talk to your child about what they have learnt at school. Please ask your child how the test was.
- ❑ Encourage your child to do their best. Ensure your child has the best possible attendance at school.
- ❑ Ensure that your child has a good night sleep.

# How to help your child with reading

- ▶ Listening to your child read can take many forms.
- ▶ First and foremost, focus developing an enjoyment and love of reading.
- ▶ Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- ▶ Read a little at a time but often, rather than rarely but for long periods of time!
- ▶ Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- ▶ Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.
- ▶ All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- ▶ Visit the local library – it's free!

# How to help your child with writing

- ▶ Practise and learn weekly spelling lists – make it fun!
  - ▶ Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
  - ▶ Write together – be a good role model for writing.
  - ▶ Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
  - ▶ Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
  - ▶ Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
  - ▶ Show your appreciation: praise and encourage, even for small successes!
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# How to help your child with maths

- ▶ Play times tables games.
  - ▶ Play mental maths games including counting in different amounts, forwards and backwards.
  - ▶ Encourage opportunities for telling the time.
  - ▶ Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
  - ▶ Look for numbers on street signs, car registrations and anywhere else!
  - ▶ Look for examples of 2D and 3D shapes around the home.
  - ▶ 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.
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# Ensuring the best results for your child – school support

- ❑ The Year 6 children will have numerous practice assessment weeks.
  - ❑ Each child will be treated as an individual.
  - ❑ It will be a breakfast for each child in Year 6 between 7:50am – 8:30am in the school hall on the days of the tests.
  - ❑ Each child will be encouraged by us to do their very best.
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