



Banks Lane Junior School

Communication, Collaboration, Curiosity, Resilience, Reflection



Year 6 SATs Information Meeting

SATs - What are they?

- SATs stands for Standardised Assessment Tests
- Every pupil in Year 6 across the country is involved.
- Provide a 'snapshot' of attainment in English and Maths
- SATs are unseen tests.
- They are designed to test a range of skills in reading, maths (including arithmetic) and spelling and grammar (SPaG) to assess if children are working towards, are meeting or exceeding the 'national standard'.
- Writing and science is also assessed - based on ongoing teacher assessment - **externally moderated!**

Attainment means the standard they reach at the end of KS2.

What result will my child receive?

You will receive the following information following SATs tests:

- **Raw score** - the score they achieved on the test.
- **Scaled score** - each score will be standardised.
- If a child has a standardised score of 100 then they will have reached the 'expected national standard'.

Example results - format and conversion of raw score to standardised score may change but not the information:

| | |
|--------------------------------|---------------|
| 1. Child Name: | Billy Bunting |
| 2. Reading Raw Score: | 28 out of 50 |
| 3. Reading Standardised score: | 100 |

What tests will my child do?

Reading:

- 1 x reading assessment

Maths:

- 2 x Problem Solving and Reasoning Papers
- 1 x Formal arithmetic assessment

Spelling and Grammar (SPaG):

- 1 x Grammar Assessment
- 1 x Spelling Assessment

Reading

Children will have 60 minutes to:

- Read and answer the questions - no separate reading time!
- Between 3 and 4 texts that are of increasing difficulty

To consider:

- Reading stamina - importance of regular, sustained reading.
- Quality of books being read.

What will they be asked?

- The children will be asked a range of questions designed to test their understanding of 6 core 'Content Domains' for reading.

Content Domains

What is being assessed?

Can the children...

- Retrieve and record information?
- Make inferences? (read between the lines)
- Give/explain the meaning of words in context?
- Summarise main ideas within a text?
- Understand how content is related and contributes to meaning?
- Understand how meaning is enhanced through language?

Strategies:

- Reading around the sentence to find the meaning.
- Using a dictionary to find the meaning of new vocabulary
- Point, evidence, explain - contextual clues
- Fastest Finger First (scanning for a word)
- Using features such as subheadings in the text (skimming)

Infer and deduce

Increased complexity and strict marking...

16

...milled around in bewilderment (page 8)

Explain what this description suggests about the baby warthogs.

2 marks

Although this is an inference question it does rely on the children's understanding of vocabulary.

Nationally lots of children understood the bewilderment part (confusion), but were stuck on the milled around (aimless). To score full marks children needed to explain the whole clause/phrase rather than part.

RESCUE a word – vital for children's vocabulary!

When reviewing a new word:

- Read the word
- Explore the word – word within a word, thesaurus – different meanings
- Spell the word
- Check spelling
- Understand the word
- Explain and use in context

Prediction

20 Do you think that Martine will change her behaviour on future giraffe rides?

Tick **one**.

yes

☐

no

☐

maybe

☐

Explain your choice fully, using evidence from the text.

'Next time she might die'.

TOP TIP: Children need to demonstrate a clear link between events in the text and their prediction

3 marks

Children need to base answers on the text and not what is in their head. Children find this difficult. They tend to offer speculation without basing answers on what happened in the text to cause potential change.

Maths

1. Formal Arithmetic Test
2. Problem Solving and Reasoning Paper A - non calculator
3. Problem Solving and Reasoning Paper B - non calculator

What will they be asked?

- The children will be asked a range of questions focussing on:
 - Number and place value, approximation and rounding;
 - Four rules (calculations) and order of calculations (**BODMAS**);
 - **Increased focus on fractions, decimals and percentages;**
 - Ratio and proportion;
 - **Algebra;**
 - Measurement - conversions
 - Properties of shape;
 - Position and direction;
 - Statistics.

Arithmetic Paper

Discuss:

What do the children need to know to be able to solve this question?

- Question 31 - BODMAS!

What are the examiners looking for?

1. Formal written methods inc. long division and multiplication.
2. Efficient application of maths knowledge.

30 $17 \times 1\frac{1}{2} =$

1 mark

31 $20 - 4 \times 2 =$

1 mark

27 95% of 240 =

1 mark

18

Here are the ingredients for chocolate ice cream.

| | |
|-----------|--------|
| cream | 400 ml |
| milk | 500 ml |
| egg yolks | 4 |
| chocolate | 120 g |
| sugar | 100 g |



Stefan has only 300ml of cream to make chocolate ice cream.

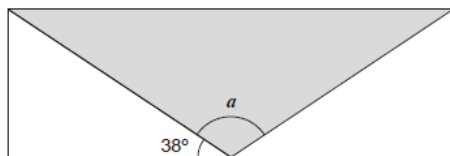
How much **chocolate** should he use?

Show
your
method

2 marks

15

A shaded isosceles triangle is drawn inside a rectangle.



Not
to
scale

Calculate the size of angle a .

Show
your
method

2 marks

Maths Test Techniques...

- Know your timetables and divisions - instant recall.
- Know key facts (see pack)
- Annotate, annotate, annotate - for example: draw the word problem!
- Read each question carefully.
- Look out! Some questions will probably require more than one step. Have you done both?
- Ask an adult to read!
- Don't Panic! "Oh no it's fractions!"
- GROWTH MINDSET
- Encouragement - try not to place your own fears of maths on your children

SPaG?

Expectations:

- Some questions are multiple choice - danger!
- **HARDER SPELLINGS!**
 - New spelling lists linked to 2014 curriculum - see spelling lists!
 - Old spelling from previous level 6 assessments are included.
- **HANDWRITING!**
 - Even if your child has written the correct answer, it will be marked wrong if capital letters have been put in the wrong place, letters aren't clear and ascenders and descenders aren't formed properly.
 - Punctuation needs to be clearly demarcated.

What will they be asked?

- The children will be asked a range of questions focussing on:
 - Grammatical terms/word classes - do you know the different types of nouns?
 - Function of different types of sentences;
 - Combining words, phrases and clauses;
 - Verb forms, tense and consistency;
 - Punctuation;
 - Vocabulary;
 - Standard English and formality.

SPaG Test Techniques...

- **GROWTH MINDSET**
- Read each question carefully!
- Ask an adult to read the question!
- Practise handwriting ensuring that they know how all letters are formed – be cruel to be kind!
- Spelling – learn spelling patterns rather just key words i.e. -tion endings.

27

Which sentence is written in the **active voice**?

Tick one.

The book was returned to the library yesterday.

☐

The assembly was held in the hall.

☐

The bad weather led to the cancellation.

☐

The floods were caused by the heavy rain.

☐

1 mark

30

Tick to show which sentence uses the **past progressive**.

Tick one.

After Ali finished his homework, he went out to play.

☐

Gemma was doing her science homework.

☐

Jamie learnt his spellings every night.

☐

Anna found her history homework difficult.

☐

1 mark

41

Complete the sentence below so that it uses the **subjunctive form**.

If I _____ to have one wish, it would be for good health.

1 mark

What about writing?

Your child will not complete a writing assessment during SATs week...

- Writing is assessed over a number of pieces written in school throughout Year 6 and is teacher assessed.
- Not just writing in English lesson!
- These pieces will be standardised against national criteria.
- Finally all writing is moderated to ensure accurate levels are recorded.

Standardised
means given a nationally agreed standards based on criteria

Moderated means other adults reviewing writing using the same criteria to check judgements

Examples - Handwriting!

Trouble at the palace

Beep! Beep! Beep! Beep! Went the burglar alarm! A mutter of "Oh help!" came from the room behind me. More police came up to me. Seriously, one of them asked me who had walked through the big, oak and strong door. "No one has come through this door since you were last here," I replied. He stared at me suspiciously until the other guard agreed with me. "Let's just go in and catch the criminal!" he said.

Leaving two more guards outside by the door, we rushed in. There, wearing a black mask, was a man holding a sack heavy with jewels. Quickly, the thief, slung his sack over one shoulder and slid down a rope that was hanging out of the window. I called down to the guards at the gates and shouted, "catch that!" The guards stood at the bottom of the rope, ready to catch him. Everything that happened next happened so quickly that I can only remember a few things. I can remember climbing down the rope to trap the villain. The only other thing I can remember is seeing a huge, metal club falling towards my head.

When I woke up, I was in hospital lying on a clean, white and soft bed. My friends were standing over me. "We caught the thief," one of them informed me. "Good," I said.

Back at Buckingham palace, the noisy, beeping burglar alarms finally stopped beeping.

Examples – content!

Dear Mrs. XXX

As you know, the school is going to be extended, reformed and updated. This letter is to tell you what I think will benefit from the project. I understand that it will change school life vastly but I doubt there will be any negativity coming from the developments to the building.

My letter mainly focuses on phase 1 of the great project. I will first tell you about the outdoor Area. For a start, the playground is too basic. It is an uneven tarmac sheet, which is covered in filth and I insist you must redo or remove the paint job on the wall and floor, as it is peeling away and looks rather drab. Toys, which are dirty, are scattered all over and a proper storage space is mandatory. The play house, although it provides shelter and an acceptable place to play shop or family games, is on its last legs and is dry and cracked. I would advise that you repair it, if not replace it. Children will give a better attitude towards education if they have an enhanced playground experience.

Now onto Class R: The space is unacceptably small, therefore constricting personal space, which young children need an adequate amount of. As for the floor, it is ridden with little bits of dirt and paper, it should be cleaned due to the fact that the Year R's are constantly sitting on it and it would give a much nicer effect and stop children being distracted by bits on the floor. Even though there are lots of storage compartments, I would recommend more.

The room could really do with a new paint job or wall-paper. Something friendly, yet not distracting, as it should give a joyful atmosphere to the class.

I hope you understand my points about the beneficial properties of remodeling the school.

Yours sincerely

XXXXX XXXXXXXX

Home Learning

CORE is ESSENTIAL:

1. Daily reading to increase stamina
2. Weekly spellings lists - can the children RESCUE the words? Keep revisiting old lists to keep it fresh.
3. Timetables and division facts - fluent.
4. Weekly MyMaths challenge.
5. Bug Club reading.

If you want to work on these at home

<http://www.satspapers.org.uk/>

Supporting your Child

- Praise and encourage your child for their effort with their learning - Growth Mind-set.
- Assist your child to manage their time effectively (don't leave it until the last night!).
- Make every effort to hand their home-learning in on time - should this be an issue then raise it with the class teacher as early as possible.
- Home Learning Diary - the school expects these to be signed every night as evidence that children are continuing to read.
 - Without evidence of reading, your child will be asked to stay-in at lunchtime to read.
 - Practise makes perfect - a lot of reading in Reading SAT - build up of stamina.
 - Rigours of secondary school.