



Year 6 SATs Information Evening

Aims of this presentation:

- Explain how writing is teacher assessed
- Explain the tests the children will take
- Explain the results

What will my child be tested on?

- SATs - Week commencing 13th May (Mon-Thurs)
- Mock SATs - Week commencing 29th January (Mon-Thurs)
- Assessments to be taken:
 - English - reading
 - English - SPAG (spelling, punctuation and grammar)
 - Maths - arithmetic
 - Maths - reasoning (2 papers)
- *Writing is teacher assessed so there will be no formal assessment paper.*

What can you do to help?

- Encouragement and support as much as possible
- Any concerns, raise with your child's teacher
- Try to provide a quiet area where the child can do homework and revise
- Ensure your child is getting a suitable amount of sleep around exam times
- Ensure your child has a good breakfast on the day of their tests
- Revision guides – there will be a letter out next week to order these at a reduced rate
- Ensure your child keeps up their weekly reading. Comprehensions can be included as this.

Writing

- Three standards can be achieved:
 - **working towards** the expected standard,
 - **working at** the expected standard and
 - **working at greater depth** within the expected standard.
- Children need to have a bank of work which demonstrates the skills in the standard they achieve.

Note: it is possible for children to be assessed as below working towards.

Writing standards

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 correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Reading

The key areas the children will be assessed on are:

- Give/explain the meaning of words in context
- Retrieve
- Summarise
- Make inferences
- Predict
- Identify and explain how meaning is enhanced through words and phrases
- Make comparisons

Reading

- Assesses their comprehension of the text
- 1 hour to read and answer questions
- 3 mark questions tend to be poorly answered
- Children need to make sure they answer the question not just give evidence.
- The children need to always make sure that they are using the text as evidence to support their ideas. All inferences they make need to be justified using the text.
- The fiction, non-fiction and poetry practice texts and questions available to order will support the children with their comprehension skills.

SPAG - Spelling

- The children will be asked to spell 20 words.
- They will follow rules (or are exceptions to the rules) that the children will have been taught in year 3-5 or will be taught this year.
- They may also be taken from the expected spelling lists for each year group.
- It is vital that the children are practising their spellings at home to embed what they are learning in spelling lessons.
- Reading widely also supports the acquisition of spelling knowledge.

SPAG – Short answer paper

- Children will be tested on:
 - **Grammatical terms and word classes** – pronouns, determiners, nouns, adjectives, verbs, adverbs, prepositions, modal verbs, conjunctions
 - **Functions of sentences** – statements, questions, exclamations, commands
 - **Phrases and clauses** – relative/main/subordinate clauses, adverbial/prepositional/expanded noun phrases
 - **Verb forms and tenses** – simple, progressive, perfect, subjunctive, active, passive.
 - **Punctuation** – apostrophes, commas, question marks, exclamation marks, speech marks, semi-colons, colons, hyphens, dashes, full stops, capital letters
 - **Vocabulary** – suffixes, prefixes, antonyms, synonyms
 - **Standard English**

SPAG – Short answer paper

- Answers must be punctuated correctly for the mark (where applicable).
- The score for this paper will be combined with the spelling paper to give an overall SPaG mark.

Arithmetic

- The children will sit three maths papers. The first is an arithmetic paper which is a paper of pure calculations and no word problems.
- This will include:
 - Mental calculations
 - Using times tables
 - Column addition and subtraction
 - Place value calculations
 - Long division
 - Long multiplication
 - Fractions (using addition, subtraction, multiplication and division with the same and different denominators)
 - Converting improper and mixed number fractions
 - Finding percentages of numbers
 - Calculations involving decimals

Reasoning

- These papers have a much higher focus on problem solving.
- The children on the whole find these papers much harder as this is where they need to apply all that they have learnt.
- The first challenge they have is to work out exactly what the question is asking them to do. Below are a couple of examples:

1. Jo thinks of a mystery number. She divides it by 100 and then finds one-fifth. Her new number is 0.4. What was Jo's mystery number?

2. In a competition, Ben scores 30% of the total points scored by Jules. Jules scores 50% of the total points scored by Razia. Razia scores 60 points in total. Calculate the total points Ben scores.

What results will we receive?

- Maths and reading: **(SATs) test result** and **teacher assessments**
- SPAG (spelling, punctuation and grammar): **(SATs) test result** only
- Writing: **teacher assessment** only – this is the SATs result

Note: with the exception of writing, your child's SATs results are their test results. Teacher assessments are for your information and demonstrate how your child has worked over the year.

What do the SATs test results look like?

Maths, reading and SPAG: scaled score results.

Your child will receive a score between 80 and 120.

- A score of **80-99** shows your child has not met the expected standard,
- A score of **100-120** shows your child has met the expected standard

(A score of 110-120 shows your child is working at greater depth within the expected standard. However, the result will still show as 'Achieved Standard' on their results but you will know they have achieved this to a greater depth standard.)



Writing: teacher-assessed result (as discussed earlier)

- **working towards** the expected standard
- **working at** the expected standard
- **working at greater depth** within the expected standard

Note: it is possible for your child to be below working towards if their writing does not fit the description for working towards.



Thank you for listening!

- If you have any questions, please email info@ravenscote.surrey.sch.uk