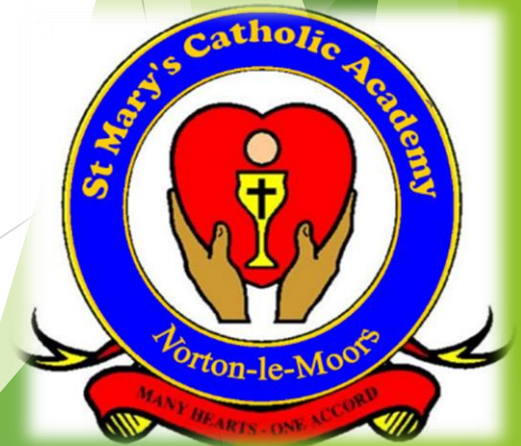
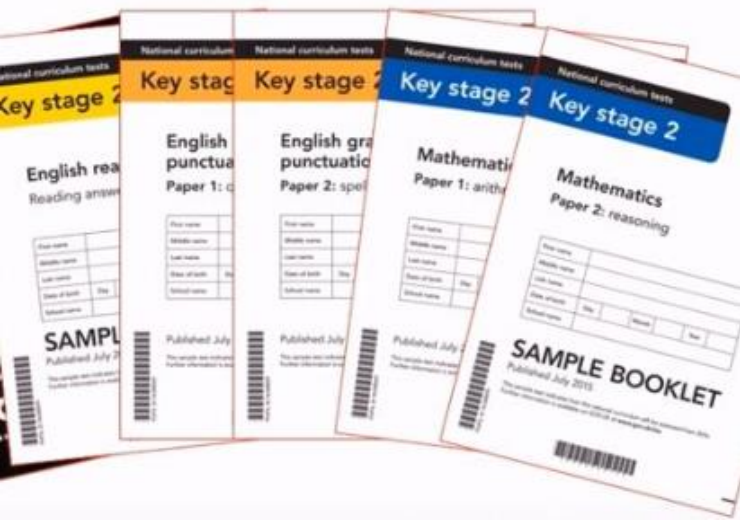


# Year 6 SATs Evening

Wednesday 17<sup>th</sup> January, 2024



# SATs: What are they?

- ▶ **Standardised Assessment Tests**
- ▶ National Tests in English and Maths -marked externally against national standards. (May)
- ▶ Writing is moderated in school; however we may be chosen for external moderation which will be carried out by the local authority (June)
- ▶ There will be no sampling for science SATs.



# SATs Dates:

## **Key stage 2 tests**

The statutory [key stage 2 tests](#) are timetabled from Monday 13 May to Thursday 16 May 2024:

# KS2 SATs Dates 2024- SATs Week 2024

<b>Date</b>	<b>Activity</b>
Monday 13 May 2024	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May 2024	English reading
Wednesday 15 May 2024	Mathematics papers 1 and 2
Thursday 16 May 2024	Mathematics paper 3



# *SATs: What are they?*

- ▶ **Reading Comprehension**
- ▶ The reading test will be a single paper with questions based on three passages of text, which become increasingly more challenging. **Your child will have one hour, including reading time, to complete the test.**
- ▶ **English grammar, punctuation and**
- ▶ **spelling test (SPAG)**
- ▶ **(1 hour approx.)**



# Reading Comprehension

- ▶ 50 marks in total.
- ▶ 3 texts and questions -each worth about 15-17 marks
- ▶ The texts become more challenging in terms of context, themes and structure.
- ▶ Encourage children to text mark- to enable them to locate information quickly.
- ▶ The last few years have had a focus on language, author's purpose and mostly inferential
- ▶ Need to build speed and stamina for reading.



# SPAG test

- ▶ Consists of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and an **aural spelling test of 20 words**, lasting around 15 minutes.
- ▶ Need a secure grasp of word classes, sentences construction and types and punctuation ( ) - : ; ,
- ▶ Words must be copied accurately and all sentences punctuated accurately. (Classroom practice)
- ▶ Spellings -crucial



# The Maths Test

- ▶ Children will sit three papers in maths:
- ▶ **Arithmetic**-30 minutes consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division
- ▶ Papers 1 and 2: **reasoning**, 40 minutes per paper
- ▶ **Papers 1 and 2** will involve a number of question types, including:
  - ▶ Multiple choice
  - ▶ True or false
  - ▶ Drawing a shape or completing a table or chart,
  - ▶ Explain their approach for solving a problem
  - ▶ Ordering fractions, measures, decimals





# Reporting Results

- ▶ The children will be given scaled scores.
- ▶ You will be given your child's raw score (the actual number of marks they get), alongside their scaled score (80-120) and whether they have reached the national standard (100) The raw score needed to reach the national standard will be announced once all tests are marked.
- ▶ Reported: Met national standard (100) or not.



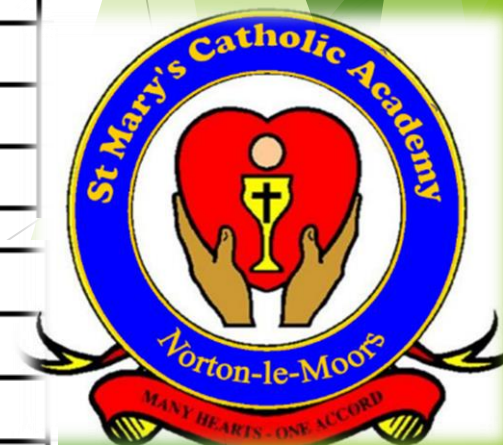
Subject	Expected Standard (SS: 100)	Greater Depth (SS: 110)
Reading	28/50 (2018) 26/50 (2017) 21/50 (2016)	40/50 (2018) 39/50 (2017) 34/50 (2016)
SPAG	38/70 (2018) 36/70 (2017) 43/70 (2016)	56/70 (2018) 56/70 (2017) 61/70 (2016)
Maths	61/110 (2018) 57/110 (2017) 60/110 (2016)	96/110 (2018) 95/110 (2017) 98/110 (2016)

### English reading

Raw score	Scaled score
28	100
29	100
41	110

### Mathematics

Raw score	Scaled score
58	100
59	100
60	100
61	100
95	110
96	110
97	110



# Writing

- ▶ Working towards, Working at, Working at Greater Depth
- ▶ In June writing can be moderated (all subjects)
- ▶ Need to have evidence of all elements to meet the standard.



## Working towards the expected standard

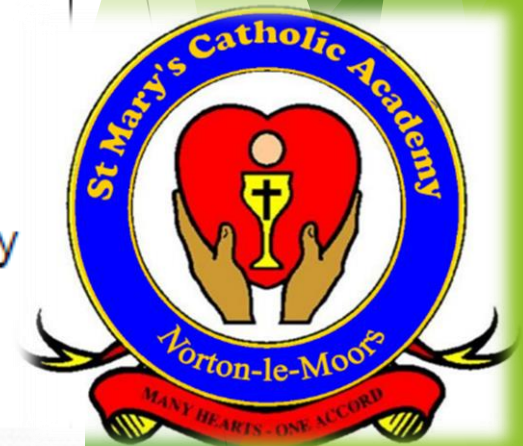
The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>



## 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>



## 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]



# Booster Classes and Enrichment

- ▶ Whole Class: Monday after school 3.15pm-4:15pm (Maths / SPAG and Reading focus on alternate weeks.)
- ▶ Tuesday and Thursday 3.15pm - 4:15pm SMW boosters for selected children.
- ▶ Enrichment: Monday - Thursday 8am - 8:50am.
- ▶ Additional spelling sessions in class time
- ▶ Additional, Reading, Maths and Spag sessions during timetabled time.
- ▶ Mr Spencer, Miss Kealey and Mrs Rigby will lead focused bespoke sessions for groups throughout the day.
  
- ▶ Groups all vary and depend on the needs of the pupils.



# *How to support your child at home with their preparations.*

- ▶ Support with weekly homework, daily Literacy and Maths, revision and organisation of this.
- ▶ Reading -daily
- ▶ Corrections from Maths and SPAG tests- these tests can come home.
- ▶ Practise spellings and times tables







# *How to support your child at home with their preparations.*

- ▶ Use the Revision guides to help with any concepts that are misunderstood
- ▶ Practise the questions in the SAT revision books (please don't write in the books -use lined book provided)
- ▶ Help with learning spelling rules and strategies.
- ▶ Bring to our attention any areas in which the children are struggling with at home. Please tell us!
- ▶ Login details for online resources will be in place within children's diaries.
- ▶ TT Rockstars- Children have these login details and are able to access this from home on a daily basis.
- ▶ Purple Mash- Tasks will also be set on Purple Mash for the children to complete.



# *How to support your child at home*

- ▶ Ensure early nights especially in the lead up to the tests.
- ▶ Encourage good organisation with resources and with time -especially for homework.
- ▶ Encourage your son/daughter to see the importance of the tests and to be independent learners -without fear of failure. The very best thing they can do is try their best!



# Thank you!

- ▶ Thank you. We truly appreciate all of the help that you give to us in ensuring that your child maximises their capability in school. Any support that you can give to develop your child's academic or social potential this year will benefit them for years to come.
- ▶ Thank you for helping us to help your children.

