Parent Briefing

YEAR 6 SATS

2023

IN WHAT AREAS OF THE CURRICULUM ARE THE CHILDREN TESTED?

English

Writing,
Reading,
Grammar and
Spelling
(SPaG)

Maths

Arithmetic
and reasoning
(problem
solving)

Science

This is not
formally tested
and is assessed
via teacher
assessment

WRITING ASSESSMENT

WORKING TOWARDS EXPECTED STANDARD

The children have shown aspects of the Year 6 requiirements but are not consistent in their written work

WORKING AT EXPECTED STANDARD

The children have shown that they can consistently write at the given standard; including all aspects of the 'interim framework' assessment model

WORKING AT GREATER DEPTH

The children are meeting the standards for expected standards but show a greater awareness of audience, composition and vocabulary choices.

WORKING TOWARDS THE EXPECTED 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.[1]

WORKING AT THE EXPECTED STANDARD

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 correctly^ (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]

WORKING AT GREATER DEPTH

Working at greater depth

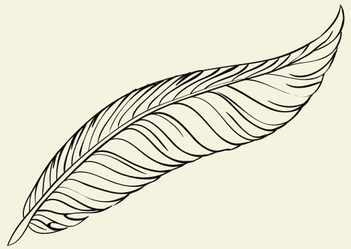
The pupil can:

- 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[3] 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.^

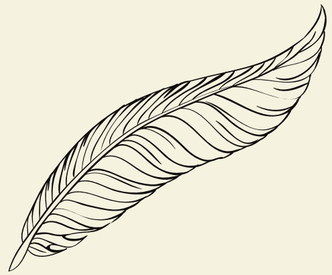
[There are no additional statements for spelling or handwriting]

HOW TO HELP YOUR CHILD WITH WRITING

Practise and learn weekly spelling lists – make it fun!



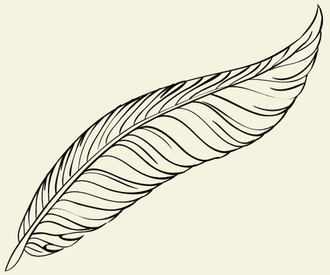
Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary



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!

Show your appreciation: praise and encourage, even for small successes!



Find opportunities for your child to write at home - shopping lists, thank you cards, a journal etc

Reading

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

HELPING 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.

GRAMMAR AND SPELLING (SPAG)

- Test only
- Grammar test
- Spelling test (20 words)

MATHEMATICS

Working at the expected standard

The pupil can:

- demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; 8.09 = 8 + $^{9}/_{?}$; 28.13 = 28 +☐+ 0.03)
- calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. 53 – 82 + 47 = 53 + 47 – 82 = 100 – 82 = 18; 20 × 7 × 5 = 20 × 5 × 7 = 100 × 7 = 700; 53 ÷ 7 + 3 ÷ 7 = (53 + 3) ÷ 7 = 56 ÷ 7 = 8)
- use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?)
- recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $^{1}/_{5}$ or 0.2 or 20% of the whole cake)
- calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $^{7}/_{21}$ and that this is equal to $^{1}/_{3}$; 15% of 60; $1^{1}/_{2}$ + $^{3}/_{4}$; $^{7}/_{9}$ of 108; 0.8 x 70)
- substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)
- calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm)
- use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

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.

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.

USE OF A PROTRACTOR!

HELPING YOUR CHILD WITH MATHS

SCIENCE

Working at the expected standard

Working scientifically

The pupil can:

- describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources
- ask their own questions about the scientific phenomena they are studying, and select and plan the most appropriate ways to answer these questions, or those of others, recognising and controlling variables where necessary – including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources of information
- use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate
- record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- present findings and draw conclusions in different forms, and raise further questions that could be investigated, based on their data and observations
- use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate their methods and findings.

Science content

The pupil can:

- name, locate and describe the functions of the main parts of the digestive, musculoskeletal, and circulatory systems, and can describe and compare different reproductive processes and life cycles, in animals
- describe the effects of diet, exercise, drugs and lifestyle on how their bodies function
- name, locate and describe the functions of the main parts of plants, including those involved in reproduction and transporting water and nutrients

Continued on the next page

- use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or in other ways
- construct and interpret food chains
- explain how environmental changes may have an impact on living things
- use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and describe how fossils are formed and provide evidence for evolution
- group and identify materials, including rocks, in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties
- describe the characteristics of different states of matter and group materials on this basis; and can describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle
- identify, and describe what happens when dissolving occurs in everyday situations; and describe how to compare separate mixtures and solutions into their components
- identify, with reasons, whether changes in materials are reversible or not
- use the idea that light from sources, or reflected light, travels in straight lines and enters out eyes to explain how we see objects, and the formation, shape and size of shadows
- use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard
- describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source
- describe the effect of simple forces that involve contact (air and water resistance, friction), and others that act at a distance (magnetic forces, including those between like and unlike magnetic poles; and gravity)
- identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force
- use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams
- describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the Sun across the sky in terms of the Earth's rotation and that this results in day and night.

SATS 2023

Monday 8th May -
Thursday 11th May

SCHEDULE OF TESTS...

MON 8TH MAY

SPAG Paper 1
SPAG Paper 2

TUE 9TH MAY

English
Reading

WED 10TH MAY

Maths
Paper 1 - Arithmetic
Paper 2- Reasoning

THUR 11TH MAY

Maths
Paper 3 - Reasoning

WHAT DOES SATS WEEK LOOK LIKE?

SATS IS ONLY ONE WEEK IN SCHOOL

*

PART OF NORMAL SCHOOL WORK – INDIVIDUAL PROGRESS

*

SUPPORTING GROUPS – BOOSTER CLASSES AFTER SCHOOL WITH US AND MR WALKER.

*

IN SCHOOL INTERVENTION GROUPS –WHERE APPROPRIATE.

THE TESTS ARE ONLY ONE PART OF THE BIGGER PICTURE

*

WE LIAISE WITH SECONDARY SCHOOLS AND SHARE TEACHER ASSESSMENT AS WELL AS TEST RESULTS

*

SECONDARIES USE THIS INFORMATION TO HELP ORGANISE THE CHILDREN ON ENTRY TO THEIR NEW SCHOOL - HOWEVER THEY STILL CONDUCT THEIR OWN ASSESSMENTS IN THE FIRST HALF TERM.

READING TEST

- The Reading Test consists of a single test paper with three unrelated reading texts.
- 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.

GRAMMAR TEST

A SPELLING TEST IS ADMINISTERED CONTAINING 20 WORDS, LASTING APPROXIMATELY 15 MINUTES

*

A SEPARATE TEST IS GIVEN ON PUNCTUATION, VOCABULARY AND GRAMMAR

*

THIS TEST LASTS FOR 45 MINUTES AND REQUIRES SHORT ANSWER QUESTIONS, INCLUDING SOME MULTIPLE CHOICE

*

MARKS FOR THESE TWO TESTS ARE ADDED TOGETHER TO GIVE A TOTAL FOR SPELLING, PUNCTUATION AND GRAMMAR

Grammar, Punctuation and Spelling Paper 1

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.

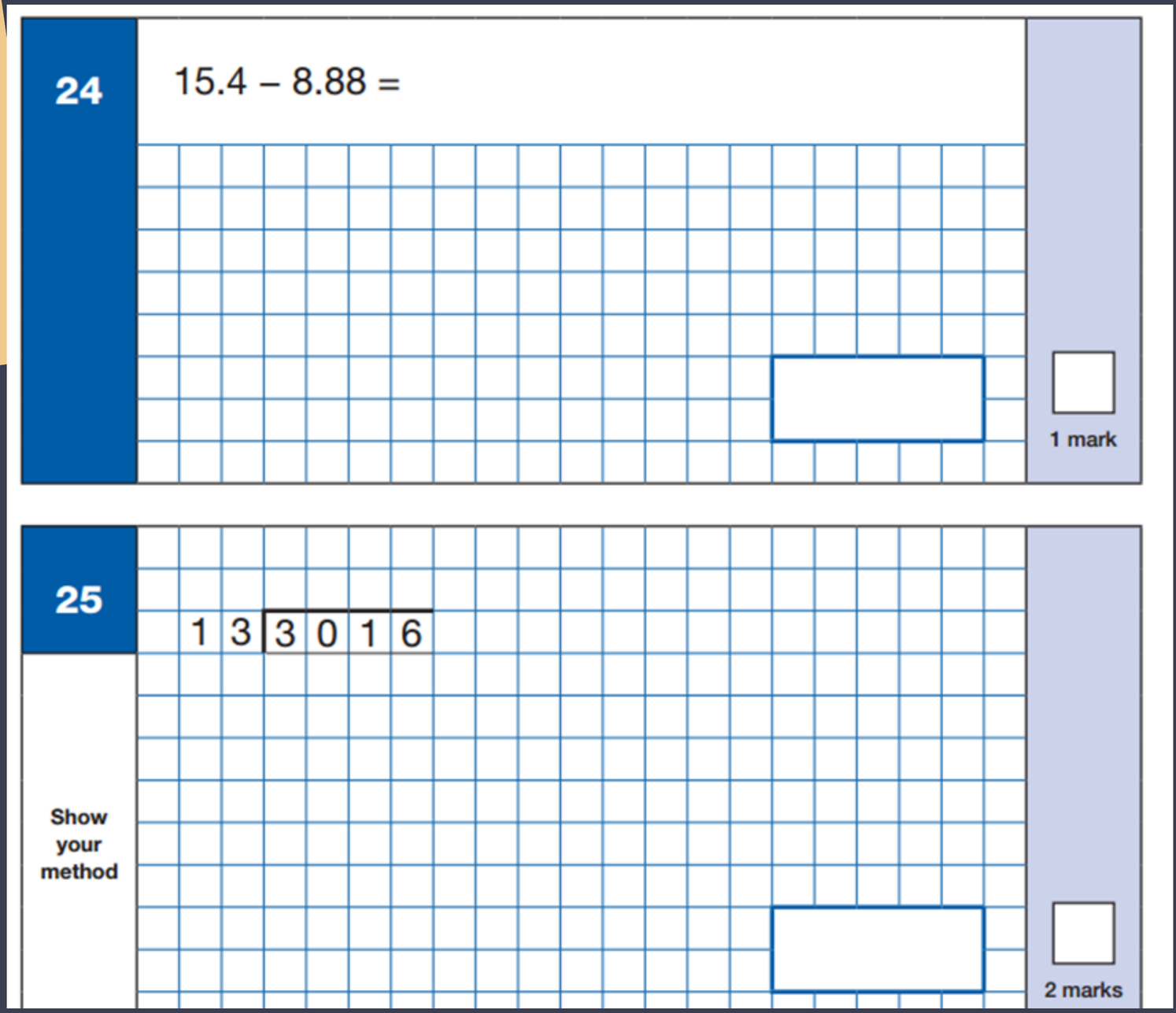
1 mark

SPELLING TEST

THIS PAPER COVERS:
COMMON SPELLING CONVENTIONS;
HIGH AND MEDIUM FREQUENCY
WORDS;
SPECIALIST VOCABULARY
AND COMMONLY MISSPELLED WORDS.

MATHS PAPER 1 ARITHMETIC

30 MINUTES



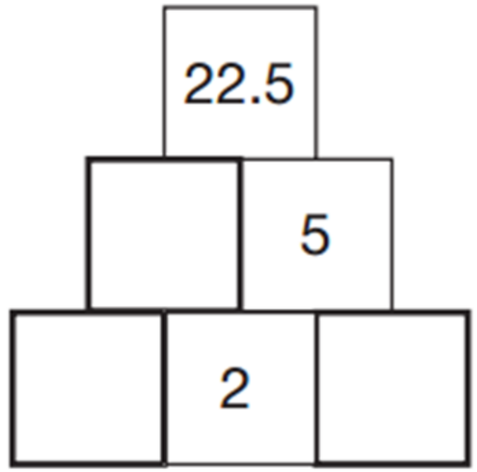
MATHS
PAPER 2 + 3
PROBLEM SOLVING AND REASONING

40 MINUTES

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



16 Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show your method

£

2 marks

WHAT NEXT?

ALL PAPERS ARE MARKED EXTERNALLY

*

CHILDREN WILL RECEIVE THEIR RAW SCORE WHICH WILL THEN BE CONVERTED TO A SCALED SCORE – 100 BEING THE POINT AT WHICH THE CHILDREN REACH THE STANDARD FOR THEIR AGE. ACHIEVED STANDARD (AS)

SOME TIME IN JULY, SCORES ARE RELEASED TO SCHOOL VIA A GOVERNMENT PORTAL

*

YOU WILL THEN RECEIVE THESE SCORES IN YOUR CHILD‘S REPORT

*

IN MATHS, SPAG AND READING THEY WILL EITHER BE REPORTED AS HAVING MET STANDARD OR HAVING NOT MET STANDARD

*

IN WRITING THEY WILL EITHER BE AWARDED HAVE NOT MET STANDARD; MET STANDARD OR GREATER DEPTH

HOW CAN YOU HELP YOUR CHILD?

- 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!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).