Welcome to the Year 6 SATs 2019 Presentation and Information Meeting
Seva School
XVII.I.MMXIX
4.30pm - 5.15pm
The end of KS2 assessments are sometimes informally referred to as ‘SATS’.

SATS week across the country begins on 13th May 2019. Pupils will complete test papers in some of the areas that have to be assessed. Other areas, like writing, are assessed using evidence collected by the teacher over a longer period of time.

Pupils will complete SATS test papers in:

- Reading
- Grammar, Punctuation & Vocabulary
- Spelling
- Arithmetic
- Mathematical Reasoning – 2 papers

In some years, certain selected schools will take part in additional science sampling papers. In 2019, no science sampling will take place.
# Test Timetable 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
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<tbody>
<tr>
<td>Monday 13th May</td>
<td>GPS Paper 1 - short answer questions</td>
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<td>GPS Paper 2 - Spelling</td>
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<tr>
<td>Tuesday 14th May</td>
<td>Reading Test</td>
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<td>(Reading booklet and associated answer booklet)</td>
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<tr>
<td>Wednesday 15th May</td>
<td>Mathematics Paper 1 - Arithmetic</td>
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<td>Mathematics Paper 2 - Reasoning</td>
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<td>Thursday 16th May</td>
<td>Mathematics Paper 3 - Reasoning</td>
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How do the tests take place?

- The tests all take place in normal school time, under test conditions.
- Pupils will not be allowed to talk to each other during the tests.
- The completed papers are sent away to be marked externally.
- Results are returned to school in July.
- The tests vary in length but last no longer than 60 minutes:
  - Reading: 60 minutes
  - Grammar, Punctuation & Vocabulary: 45 minutes
  - Spelling: 15 minutes
  - Arithmetic: 30 minutes
  - Mathematical Reasoning: 2 papers of 40 minutes each
What help can the children have?

• **Reading paper** - children have to read text and answer questions independently

• **Maths paper** - teachers can read questions to the children when they ask. Some children will take the test in small groups. This is the same for the grammar paper

*Teachers can encourage but not guide or correct*
How are the tests graded?

- The marked tests will provide the following information:
  - A raw score (i.e. number of marks)
  - A scaled score (see next slide)
  - An indication of whether the national standard has been met.
- In scaled scores, a score of 100 represents the national standard. The lowest is 80 and the highest is 120.
- After each test is marked, it will be converted into a scaled score and that will show whether a pupil is working at the national standard, or above or below it.
- A pupil will need to achieve a scaled score of 100 to show that they have met the national standard on the test.
- There are no longer separate tests for higher attaining pupils, but they might expect a scaled score of closer to 120 which would indicate the pupil is working above the expected standard.
<table>
<thead>
<tr>
<th>SCALED SCORE MARK</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>ABOVE 110</td>
<td>WORKING ABOVE NATIONAL EXPECTED STANDARD (GDP)</td>
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<tr>
<td>100-109</td>
<td>WORKING AT NATIONAL EXPECTED STANDARD (EXP)</td>
</tr>
<tr>
<td>BELOW 100</td>
<td>WORKING TOWARDS NATIONAL EXPECTED STANDARD (WTS)</td>
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</table>
The test assesses whether pupils’ comprehension of age appropriate texts meets the national standard. There will be numerous questions on inference, vocabulary and authorial choice.

- Pupils will have 60 minutes to complete the test, including reading the texts and writing the answers.
- The test will have three different texts to read, drawing on fiction, non-fiction or poetry.
- Questions are focused around the following areas (called ‘content domains’):
  - give/explain the meaning of words in context
  - retrieve and record information/identify key details from fiction and non-fiction
  - summarise main ideas from more than one paragraph
  - make inferences from the text/explain and justify inferences with evidence from the text
  - predict what might happen from details stated and implied
  - identify/explain how information/narrative content is related and contributes to meaning as a whole
  - identify/explain how meaning is enhanced through choice of words and phrases
  - make comparisons within the text
- There are a range of answer types, including multiple choice, short one-word answers and longer answers that require a written paragraph.
The Reading Test
Example questions

9. Look at Anousheh’s blog entry for September 27th.
   Explain how Anousheh felt about being in space that day.

11. Using information from the text, tick one box in each row to show whether each statement is a fact or an opinion.

<table>
<thead>
<tr>
<th></th>
<th>Fact</th>
<th>Opinion</th>
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</thead>
<tbody>
<tr>
<td>Anousheh Ansari kept an online diary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brushing your teeth in space is a joy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being weightless is endlessly entertaining.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tourists can stay on the International Space Station.</td>
<td></td>
<td></td>
</tr>
</tbody>
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18. Gentle, small, and frail
   How do these words make the reader feel about the snail?

25. Circle the correct option to complete each sentence below:
   (a) The story is told from the perspective of...

   - Professor Summerlee
   - Lord John
   - Malone
   - Professor Challenges
There are two tests: a short spelling test and a longer paper testing grammar, punctuation and vocabulary. The spelling test lasts approximately 15 minutes and pupils will need to spell words in context by filling in the gaps in sentences. The grammar, punctuation and vocabulary test lasts for 45 minutes. Pupils need a good working knowledge of technical vocabulary used to describe grammatical terms and punctuation marks. Questions in the grammar test are focused around the following areas (called ‘content domains’):
- Grammatical terms/word classes
- Functions of sentences
- Combining words, phrases and clauses
- Verb forms, tenses and consistency
- Punctuation
- Vocabulary
- Standard English and formality
There are a range of answer types in the grammar test, including multiple choice and short one-word answers, but there will not be any long written answers required.
The GPS Tests
Example questions

13. Tick one box to show which part of the sentence is a relative clause.

The table which is made of oak is now black with age.

1 mark

14. Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

 Tick one.

- as a preposition phrase
- as a relative clause
- as a main clause
- as a noun phrase

1 mark

16. What is the name of the punctuation mark used between the two main clauses below?

My sister loves team sports; my brother, on the other hand, prefers individual sports – such as athletics.

1 mark

48. Insert a colon in the correct place in the sentence below.

The school offered three clubs for its pupils art and craft, dance and chess.

1 mark
The Maths Tests

- There are three tests: one arithmetic paper and two reasoning papers.
- Paper 1 (arithmetic) lasts 30 minutes and assesses pupils’ confidence using methods of calculation as well as fractions, decimals and percentages. It covers curriculum content from all of KS2.
- Papers 2 & 3 (reasoning) last 40 minutes each and focus on problem solving, fluency and applying mathematical reasoning.
- Questions cover the following areas (called ‘content domains’):
  - Number and place value
  - Addition, subtraction, multiplication and division (calculations)
  - Geometry – properties of shapes
  - Geometry – position and direction
  - Statistics
  - Measurement
  - Algebra
  - Ratio and proportion
  - Fractions, decimals and percentages.
- Questions will increase in difficulty as the paper progresses and not all children will complete the papers.
21. \[ 7,505 \div 5 = \]

19. The area of a rugby pitch is 6,108 square metres.
   A football pitch measures 112 metres long and 82 metres wide.
   How much larger is the area of the football pitch than the area of the rugby pitch?

15. A shaded **isosceles** triangle is drawn inside a rectangle.

   Not to scale

   \[ \text{Calculate the size of angle } a. \]

Ingredients for chocolate ice cream:

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

Stefan has only 300 ml of cream to make chocolate ice cream.
   How much chocolate should he use?
Other Assessments

• There is no writing SATS test.
• Writing assessments will be formed from judgements made by the teacher, looking at evidence from writing collected over the course of the year.
• The teacher will moderate their assessments with other professionals to make sure there is a consistent standard across the country.
• Final judgements will be reported to parents at the same time as the other assessment results.

• Science tests are taken by selected schools in certain years. In 2019 there is no science sampling so your child will not have a formal science assessment as part of their SATS.
How can I help my child?

- Help children not to feel worried or pressured about SATS. All that is asked is that they try their best, but please reassure children that the SATS should not be causing anxiety. Do give lots of praise and encouragement!
- Help children with organising their homework (including spellings and mental arithmetic) and support their reading for pleasure activities.
- Help them to have early nights and a healthy diet.
- Help your child to have the best possible attendance at school.
- Please speak to a member of staff if you have questions or concerns.
How to help your child with Reading

• **Listen to your child read regularly.**

• Focus on developing an enjoyment and love of reading.

• Enjoy stories **together** - reading stories **to** your child at 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. Children need to have a broad and rich vocabulary.

• 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!**
Reading Vipers

V: Vocabulary
I: Infer
P: Predict
E: Explain
R: Retrieve
S: Sequence or Summarise
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 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.

• Encourage estimation - how heavy, how long etc
Common Errors in Maths

- 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
How to help your child with Writing

• Practise and learn weekly spelling lists - make it fun (RWI)!

• 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.

• Insist on cursive handwriting and the best presentation

• Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
What are we doing to support our Year 6 children?

- Higher pitch and expectations in daily lessons in-line with the New National Curriculum.
- Pre-teaching and Precision Teaching for selected children to close gaps that exist between the Old and New National Curriculum content.
- Intervention groups
- SATs Revision Guides to enable parents/carers to support their children’s revision for SATs at home
YOUR TURN!
Thank you for attending this presentation.

We hope you have found it useful?

The Year 6 Team