

**Year 6**

**Information**

**Evening**

# End of KS2 Results 2018-19

## Attainment

<b>Subject</b>	<b>School Percentage - Expected Standard</b>	<b>National Percentage - Expected Standard</b>
English - Reading	81%	73%
English - Writing	80%	78%
English - GPaS	84%	78%
Maths	88%	79%
<b>Combined</b>	<b>75%</b>	<b>65%</b>

<b>Subject</b>	<b>School Percentage - Higher Standard</b>	<b>National Percentage - Higher Standard</b>
English - Reading	33%	27%
English - Writing	26%	20%
English - GPaS	35%	36%
Maths	27%	27%
<b>Combined</b>	<b>7%</b>	<b>11%</b>

# Learning Overview

We want our Year 6 to follow a broad curriculum to prepare them for secondary school.

- Learning Quest focus - World War Two
- Art/DT in the Creative Hub
- Twice weekly PE
- Competitive Sporting activities
- Weekly PSHE, RE and Computing
- Public Speaking and Debating opportunities
- Young Voices Project – Choir performing at The 02

# What are SATs?

- SATs is a term people use to refer to End of Key Stage 2 Assessments
- They last for four days beginning on **Monday 11<sup>th</sup> May 2020** and ending on **Thursday 14<sup>th</sup> May 2020**
- Children will sit the following SATs papers:
  - Grammar, Punctuation and Spelling (Paper 1) – Monday 11<sup>th</sup> May
  - Grammar, Punctuation and Spelling (Paper 2) – Monday 11<sup>th</sup> May
  - Reading – Tuesday 12<sup>th</sup> May
  - Maths Paper 1 (Arithmetic) – Wednesday 13<sup>th</sup> May
  - Maths Paper 2 (Reasoning) – Wednesday 13<sup>th</sup> May
  - Maths Paper 3 (Reasoning) – Thursday 14<sup>th</sup> May

# **Writing**

**There is no Year 6 SATs writing test.**

- As in recent years, writing will be teacher assessed internally.
- The revised 'pupil can' statements for English writing place a greater emphasis on composition and the statements that relate to the more 'technical' aspects of English writing (grammar, punctuation and spelling) have been made less prescriptive.

## Writing – Ways to help at home

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and 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.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).

## When and how are SATs carried out?

- The tests will take place during normal school hours, under exam conditions. Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected after the test has ended
- Afterwards, the completed papers are sent away to be marked externally
- The children's results are sent back to school at some point in July
- The standard timings of tests differ but last no more than 60 minutes:
  - Grammar, Punctuation and Spelling (Paper 1) – 45 minutes
  - Grammar, Punctuation and Spelling (Paper 2) – 15 minutes
  - Reading – 60 minutes
  - Maths Paper 1 (Arithmetic) – 30 minutes
  - Maths Paper 2 (Reasoning) – 40 minutes
  - Maths Paper 3 (Reasoning) – 40 minutes

## Specific arrangements for SATs:

Children with additional needs, who have similar provision in their day-to-day learning at school, may be allotted specific arrangements, including:

- Additional (extra) time
- Tests being opened early to be modified
- An adult to read for them
- An adult to scribe (write) for them
- Written or spoken translations of the mathematics reasoning papers
- The use of prompts or rest breaks
- Arrangements for children who are ill or injured at the time of the tests

*\*Pupils with an EHC plan are automatically allowed up to 25% additional time . Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time*



## What sort of results are reported?

Once marked, the tests will be given the following scores:

- A raw score (the total number of marks achieved for each paper)
- A scaled score (which is explained below)
- A judgement of whether the National Standard has been met

After marking each test, the external markers will convert each raw score into a scaled score to show whether each child is working below, at or above the national standard.

When the scaled score is given, it is given in a range from 80 to 120.

**A scaled score of 100 or more is meeting the national standard.**

There are no separate tests for higher achieving pupils; however, **a scaled score close to 120 would show that a child is working above the national standard.**

# Grammar, Punctuation and Spelling

Grammar, Punctuation and Spelling is made up of two papers which will take place on **Monday 11<sup>th</sup> May 2020**:

- Paper 1 is the longer paper lasting 45 minutes, **children will be tested on grammar, punctuation and spelling generally**
- Grammar, Punctuation and Spelling (Paper 1) requires a range of answer types such as circling missing capital letters, multiple choice questions, one-word answers.
- Paper 2 is a shorter paper lasting 15 minutes, where **children will be tested on spelling only** – they are asked to fill in a blank within a sentence, attempting to spell out the spelling word in context correctly.

# Grammar, Punctuation and Spelling (Paper 1)

Grammar, Punctuation and Spelling (Paper 1) is the longer paper lasting 45 minutes.

The children will be prepared so they are equipped with a good knowledge of the technical vocabulary needed to identify and describe various aspects of grammar and punctuation marks.

- Grammar, Punctuation and Spelling (Paper 1) focuses on the following areas:
  - Grammatical terms/word classes
  - Functions of sentences
  - Combining words, phrases and clauses
  - Verb forms, tenses and consistency
  - Punctuation
  - Vocabulary
  - Standard English and formality

# Grammar, Punctuation and Spelling (Paper 1)

Example questions:

1

Tick the sentence that must end with a **question mark**.

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

Tick **one**.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

1 mark

23

Draw a line to match each word to its correct **antonym**.

**Word**

**Antonym**

meandering

confront

sympathetic

unfeeling

evade

unbelievable

plausible

straight

1 mark

## Grammar, Punctuation and Spelling (Paper 2)

Grammar, Punctuation and Spelling (Paper 2) is the shorter paper lasting 15 minutes.

Example questions:

**19.** Omar put the cutlery back in the \_\_\_\_\_.

**20.** Ellen's gold bracelet was her most treasured \_\_\_\_\_.

**Spelling 19:** The word is **drawer**.

Omar put the cutlery back in the **drawer**.

The word is **drawer**.

**Spelling 20:** The word is **possession**.

Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.

# Reading

The Year 6 Reading SATs paper will be sat on **Tuesday 12<sup>th</sup> May 2020**.

The assessment has been designed to measure whether children's comprehension of age-appropriate reading material meets the national standard.

It a standard timing of **60 minutes**, including reading the texts and answering questions. There are three different set texts for the children to read, which could be any combination of **non-fiction, fiction and/or poetry**.

The paper requires a range of answering styles, including responding to **multiple choice questions, one-word answers**, and multiple mark questions which require **more formal paragraph-length answers**.

# Reading

Example question, based on Text 1 – *Space Tourism*:

## **How would you get to your space hotel?**

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2

How would you get from the spacecraft to the space hotel?

**Award 1 mark** for answers that refer to floating down the tube (holding the cable).

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1 mark

## Reading

Example question, based on Text 3 – *The Lost World*:

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

**36**

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

---

2 marks



# Reading

Example question, based on Text 3 – *The Lost World*:

Examples of 2 mark responses:

- *A vicious beast is going to eat them later on because it says there is a constant menace therefore they may not get to confirm to England that they were real dinosaurs.*
- *I think they will journey on to try to locate some more creatures, for in the text it says 'what other creatures might there not be ready to pounce upon us from their lair among the rocks and brushwood'*

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

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2 marks

## Reading – Ways to help at home

- 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! Children should be reading for **at least 20 minutes** at home every day, from a wide variety of text types.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library - it's free.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- 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.

# Maths Paper 1 (Arithmetic)

Maths Paper 1 (Arithmetic) will take place on **Wednesday 13<sup>th</sup> May 2020**.

It has a standard timing of **30 minutes** and is worth a total of **40 marks**.

It covers the **four operations** (**division**, multiplication, addition, subtraction and mixed operation calculations requiring **BIDMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

This is the easiest way for a child to gain a higher proportion of marks so we have been focusing on their arithmetic skills.

# Maths Paper 1 (Arithmetic)

Example question:

25	$\begin{array}{r} 232 \\ 13\overline{)3016} \\ \underline{-26} \phantom{00} \\ 41\phantom{00} \\ \underline{-39} \phantom{00} \\ 26\phantom{00} \\ \underline{-26} \\ 0 \end{array}$					
Show your method	232					
	<input type="checkbox"/> 2 marks					

- 1 – 13
- 2 – 26
- 3 – 39
- 4 – 52
- 5 – 65
- 6 – 78
- 7 – 91
- 8 – 104
- 9 – 117
- 10 – 130



## **Maths Papers 2 & 3 (Reasoning)**

Maths Paper 2 (Reasoning) will take place on **Wednesday 13<sup>th</sup> May 2020**.

Maths Paper 3 (Reasoning) is scheduled for **Thursday 14<sup>th</sup> May 2020**.

Both have standard timings of **40 minutes** and are worth **35 marks** each.

Papers 2 and 3 require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

- Questions focus on the following Mathematical topic areas:
  - Number and place value– including Roman Numerals;
  - Addition, subtraction, multiplication and division (calculations);
  - Geometry – properties of shapes;
  - Geometry – position and direction;
  - Statistics;
  - Measurement – including length, perimeter, mass (weight), volume, time and money;
  - Algebra;
  - Ratio and proportion;
  - Fractions, decimals and percentages.
- The questions get harder throughout the paper.
- It is not unusual for a child to be unable to complete the entire paper in time.

# Maths Paper 2 and 3 (Reasoning)

Example questions:

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

115

1 mark

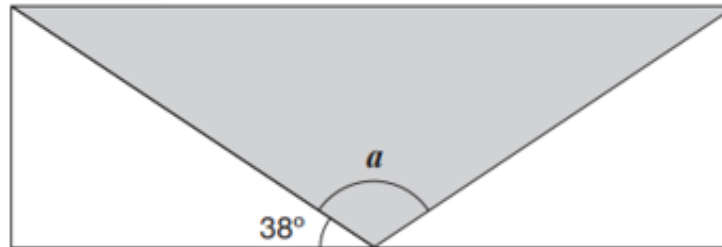


# Maths Paper 2 and 3 (Reasoning)

Example questions:

15

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



Not  
to  
scale

Calculate the size of angle  $a$ .

Show  
your  
method

$$38 \times 2 = 76$$

$$180 - 76 = 104$$

$$a \text{ is } 104^\circ$$

2 marks

## Maths – Ways to help at home

- 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 numbers on street signs, car registrations and anywhere else!
- 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 and chess.

# How can I support my child in preparing for their SATs?

- Firstly, a positive attitude goes a long way – so as much encouragement and support as possible.
- Ensure your child has the best possible attendance at school.
- Try to provide a quiet corner of the house for homework and study, that's as free from distractions as possible and 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).
- Make sure your child has a good sleep and healthy breakfast every morning.
- Direct any questions or concerns you have about SATs to your child's teacher
- Give your child opportunities to go outside and avoid overuse of screens - this can apply to leisure pursuits as well as how they study

# How can I support my child in preparing for their SATs?

- Encourage your child to talk to their teacher or another adult they trust if they express persisting anxieties about SATs. Remember that a small amount of anxiety is normal and not harmful
- If you feel it would be useful, create a revision timetable that works for you and your child – for some children and families, a couple of 10 – 20 minute activities a day works best; for others, a longer study session on a Saturday or Sunday might be better.
- Avoid using past papers – there are plenty of inexpensive or **free SATs practice materials for parents - [matr.org](http://matr.org) is a good place to start**
- **Keep it light** – practice key skills like **times tables** and **practice mental maths in real world scenarios**, like adding up prices in the shops, working out discount deals, and asking questions like, *“If there are 1,300 grams of flour in this pack, what is that in kilograms?”*