



Igniting the possibility of our Year 6 learners!

10th January 2018



**Preparation for the Standard
Assessment Tests 2018**



Learning at the heart, igniting possibility!

Pause for thought

How are you
feeling about the
SATS?
Do you have any
worries or
concerns?





Let us do the worrying

Learning at the heart, igniting possibility!





An introduction ...

Learning at the heart, igniting possibility!

- Pupils at the end of KS2 in May 2018 will be the third cohort to be assessed against the new national curriculum (introduced in September 2014).
- Outcomes are reported as scaled scores. 100 is the 'expected standard' (a conversion from raw scores); 110 is above the expected standard.
- There is only 1 set of tests for each subject; a small number of questions are designed to assess the most able pupils.





Learning at the heart, igniting possibility!

What tests will there be?

- English reading: reading booklet and answer booklet
- English grammar, punctuation and spelling
- Paper 1: short answer questions
- Paper 2: spelling
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning
- Mathematics Paper 3: reasoning





When will the tests be taken?

Learning at the heart, igniting possibility!

Monday 14 th May	English grammar, punctuation and spelling Paper 1: short answer questions English grammar, punctuation and spelling Paper 2: spelling
Tuesday 15 th May	English reading test
Wednesday 16 th May	Mathematics: Paper 1 - arithmetic Mathematics: Paper 2 - reasoning
Thursday 17 th May	Mathematics: Paper 3 - reasoning

***We decide when during the day.
Mornings are best.***



Learning at the heart, igniting possibility!

Test outcomes

Return of results to schools

Schools will be able to view their results online on Tuesday 10th July 2018.





What are the mathematics tests like?

Learning at the heart, igniting possibility!

Arithmetic test	Addition, subtraction, fractions, decimals and percentages, long division and long multiplication	30 minutes	40 marks
Paper 2 - reasoning	Mathematical fluency, problem solving and reasoning	40 minutes	35 marks
Paper 3 - reasoning	Mathematical fluency, problem solving and reasoning	40 minutes	35 marks

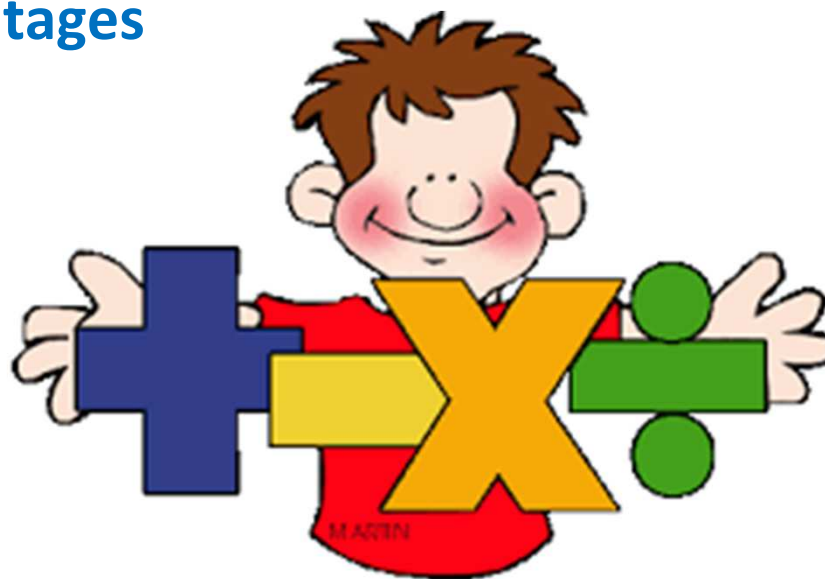




What does the mathematics test include?

Learning at the heart, igniting possibility!

- **Number and place value**
- **Addition, subtraction, multiplication and division**
- **Fractions, decimals and percentages**
- **Ratio and proportion**
- **Algebra**
- **Measurement**
- **Geometry**
(properties of shapes, position and direction)
- **Statistics**





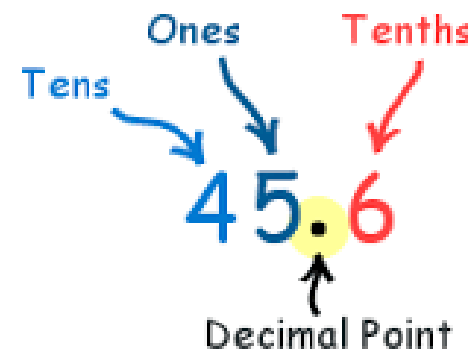
Arithmetic Test

Learning at the heart, igniting possibility!



24	$\frac{4}{7} + \frac{5}{7} =$	<input type="text"/>	<input type="checkbox"/> 1 mark
25	20% of 1,800 =	<input type="text"/>	<input type="checkbox"/> 1 mark
26	$15 \times 6.1 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

Addition,
subtraction,
fractions, long
division and
long
multiplication

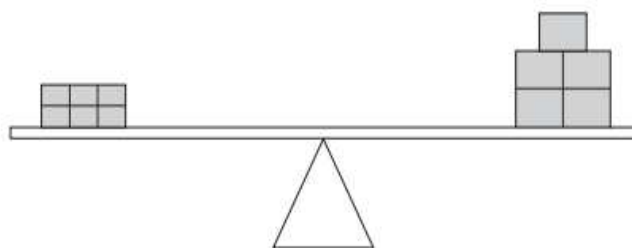


Reasoning Test

Learning at the heart, igniting possibility!



- 16 6 small bricks have the same mass as 5 large bricks.



The mass of one small brick is 2.5 kg.

What is the mass of one large brick?

Show your method

kg

2 marks

- 20 Lara had some money.
She spent £1.25 on a drink.
She spent £1.60 on a sandwich.
She has **three-quarters** of her money left.

Mathematical fluency, problem solving and reasoning

How much money did Lara have to start with?

Show your method

£

2 marks



What are the EGPS tests like?

Learning at the heart, igniting possibility!

Paper 1	Grammar, punctuation and vocabulary	45 minutes	50 marks
Spelling	20 words	15 minutes	20 marks

Let's eat grandpa.
Let's eat, grandpa.

**correct punctuation can
save a person's life.**

Spelling is
~~diffecolt~~
~~challageng~~
hard.



What will EGPS questions include?

Learning at the heart, igniting possibility!

- Nouns, verbs, adjectives, conjunctions, pronouns (including possessive and relative pronouns), adverbs, adverbials, prepositions, subject and object
- Statements, questions, commands and exclamations
- Relative and noun clauses, tenses, modal verbs and subjunctives
- Capital letters, full stops, question marks, exclamation marks, commas (in lists, to clarify meaning and after fronted adverbials) ...

verb
adverb
noun
pronoun
adjective
vowel
consonant



What will EGPS questions include?

Learning at the heart, igniting possibility!

- ... inverted commas, apostrophes, colons, semi-colons, parenthesis, dashes, hyphens and bullet points
- Synonyms and antonyms; prefixes and suffixes
- Standard English, formal and informal vocabulary.

See the English Appendix and Glossary on the school website:

<http://www.dosthill.staffs.sch.uk/year-6-end-of-year-tests-and-teacher-assessment/>

verb
adverb
noun
pronoun
adjective
vowel
consonant



What will EGPS questions include?

Learning at the heart, igniting possibility!

Which sentence uses the **colon** correctly?

Tick **one**.

I bought several beach toys a bucket: a spade a ball and a kite.

I bought several beach toys a: bucket, a spade, a ball and a kite.

I bought several beach toys: a bucket, a spade, a ball and a kite.

I bought several: beach toys, a bucket, a spade, a ball and a kite.

Tick one box in each row to show if the sentence is in the **present progressive** or the **past progressive**.

Sentence	Present progressive	Past progressive
Joey was playing football in the park after school.		
Joey's football skills are improving all the time.		
Joey is hoping to be a professional footballer.		

Draw a line to match each sentence to its correct **function**. Use each function box only **once**.

Sentence

I expect the weather to be fine at the weekend

Are we likely to have good weather this weekend

Check the weather before deciding where to go

What fantastic weather we have had this year

Function

question

command

statement

exclamation



What is the reading test like?

Learning at the heart, igniting possibility!

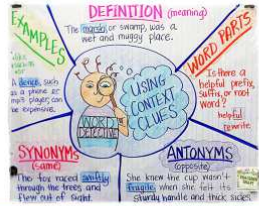


Reading paper	Reading booklet and separate answer booklet	60 minutes	50 marks
----------------------	--	-------------------	-----------------

- *Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. There will be a mixture of genres of text.*
- *Pupils can approach the test as they choose: eg working through one text and answering the questions before moving on to the next.*
- *The types of questions asked are designed to test seven different reading skills. Some skills are tested more than others.*

2a Explain words

I can give / explain the meaning of words in context



CONTEXT CLUES
Clues that good readers use to find the meaning of unknown words



- Pictures
- Helping Words (or, like, are, called)
- Words You Know
- Examples and Definitions
- Punctuation (., -)
- Synonyms and Antonyms

2b

I can retrieve and record information / identify key details from fiction and non-fiction

Success Criteria:
How to retrieve and record information from Non-Fiction

1. Read the question
2. Think about what the question is asking
3. Underline the key words in the question you will use in your answer
4. Find key words in paragraph
5. Decide what your answer will be
6. Write the answer using some words from the sentence
7. Re-read and edit your answer (check for capitalisation, punctuation)

2c Summarise

I can summarise main ideas from more than one paragraph

SUMmarise It

Shorter than the text

Use your own words

Main ideas only

Good readers can identify **MAIN IDEA**
The main idea is what the text is mostly about
*** CLUES !!! ***

1. What is the text mostly about?
2. Look at titles and headings
3. Look at pictures
4. Sometimes the main idea is stated in the first or last sentence
5. Look for clue words that are used repeatedly

2d Infer

I make inferences and explain and justify inferences with evidence from the text

Success Criteria:
How to make inferences

1. Read the question.
2. Identify the key words in the question and look for these in the text.
3. Look for clues in the rest of the passage.
4. Look at any pictures on the page - do these help you to work out the answer.
5. Use what you already know or have read to help you formulate your answer - I think... because...
6. Use evidence from the text to support your answer (□ and △)

Inference
Use the CLUES in the text to discover what is NOT directly stated

Text: Ana collected shells. These shells were for a swim in the cool, salty water.
Inference: Ana is at the Ocean.

2e Predict

I predict what might happen from details stated and implied

Success Criteria:
How to make predictions

1. Use evidence from the text
2. Use clues from the illustrations
3. Use what you already know about the topic
4. Make a prediction
5. Describe your prediction using complete sentences and proper punctuation

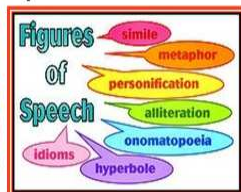
When you make predictions, you are like a detective.
You use **clues** in the story to help you predict.

2f

I identify and explain how information or narrative content is related and contributes to meaning as a whole

2g Word Choice

I identify / explain how meaning is enhanced through choice of words and phrases



2h Comparing

I make comparisons within the text

Text Structure: Compare and Contrast
Shows how two or more things are alike and/or how they are different


CONTRAST	COMPARE	CONTRAST
-different from	-similar to	-as opposed to
-however	-alike	-more than
-although	-same as	-less than
-on the other hand	-not only...but also	-on the contrary
	-resemble	
	-as well as	
	-both	

READING COMPREHENSION



In the paragraph beginning, *There were, as I say...* Malone compares the iguanodons to different animals.

How do these comparisons help the reader understand what the iguanodons look like?



There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

In the paragraph beginning, *There were, as I say...* Malone compares the iguanodons to different animals.

How do these comparisons help the reader understand what the iguanodons look like?

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

28

In the paragraph beginning, *There were, as I say...* Malone compares the iguanodons to different animals.

How do these comparisons help the reader understand what the iguanodons look like?

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.

Award 1 mark for reference to providing a comparison to something the reader will recognise, e.g.

- *because we know how big elephants are*
- *we know what lizard's skin is like*
- *it compares them to animals we know.*

1m



Participation and access

Learning at the heart, igniting possibility!

Children working below the 'expected standard' of the test

Participation in the tests (Headteacher's decision)

Access arrangements (SEN and EAL pupils)

- Early opening
- Additional time
- Use of a full or partial transcript
- Use of a scribe
- Rest breaks
- Prompters
- Readers (not for the reading test)
- Timetable variations
- Away from the school





Learning at the heart, igniting possibility!

Teacher Assessment

TA provides a rounded judgement that:

- is based on knowledge of how the pupil has performed over time and in a variety of contexts;
- takes into account strengths and weaknesses of a pupil's performance.



Learning at the heart, igniting possibility!

Teacher Assessment

- **Judgements must be reported for English reading, English writing, mathematics and science.**
- **Teacher assessment data must be submitted by Thursday 28th June 2018.**
- **Based on: written, practical and oral work; results of informally administered tests and homework.**



Learning at the heart, igniting possibility!

Teacher Assessment

- **In 2018, teachers must make judgements for each eligible pupil against the standards set out in the *teacher assessment frameworks* or the *pre-key stage standards*.**
- **Exemplification material is also available to help teachers make their judgements.**



Teacher assessment frameworks

Learning at the heart, igniting possibility!

- Focused on key aspects of assessment not the whole national curriculum.
- Based on a broad range of evidence.
- Writing – a revised framework is being used this year:
 - Working towards the expected standard
 - Working at the expected standard
 - Working at greater depth within the expected standard





Writing – towards the expected standard

Learning at the heart, igniting possibility!

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.



Writing – at the expected standard

Learning at the heart, igniting possibility!

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)

Contd.



Writing – at the expected standard

Learning at the heart, igniting 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.



Writing – at greater depth within the expected standard

Learning at the heart, igniting possibility!

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 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]



Teacher assessment frameworks

Learning at the heart, igniting possibility!

- **Reading, mathematics and science:**
 - Working at the expected standard or not.
- **External moderation is statutory.**
- **Moderation internally and across the MAT has and will continue to take place.**





Reading – at the expected standard

Learning at the heart, igniting possibility!

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.



Reading: Teacher Assessment

Learning at the heart, igniting possibility!

Although the SATs paper does not test fluency, as part of the Year 6 expectations, learners should be able to:

- read age-appropriate books with confidence and fluency (including whole novels);
- read aloud with intonation that shows understanding.

This is where we could really do with your support.

Please listen to your child read out loud. The clip shows an example of a child in Year 6 meeting this objective.



[https://www.youtube.com/watch?v=O4KJZ1oSkbl&index=9
&list=PL6gGtLyXoeq8k9ykPys3NvQIfIvAGCUjN](https://www.youtube.com/watch?v=O4KJZ1oSkbl&index=9&list=PL6gGtLyXoeq8k9ykPys3NvQIfIvAGCUjN)



Mathematics – at the expected standard

Learning at the heart, igniting possibility!

- 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; $8.09 = 8 + 9?$; $28.13 = 28 + + 0.03$).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation
(e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$).



Mathematics – at the expected standard

Learning at the heart, igniting possibility!

- **The pupil can 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?).
- **The pupil can 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 $\frac{1}{5}$ or 0.2 or 20% of the whole cake).
- **The pupil can calculate using fractions, decimals or percentages**
(e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $112 + 34$; 79 of 108; 0.8×70).



Mathematics – at the expected standard

Learning at the heart, igniting possibility!

- The pupil can substitute values into a simple formula to solve problems
(e.g. perimeter of a rectangle or area of a triangle).
- The pupil can 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).
- The pupil can 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).



How will the school help?

Learning at the heart, igniting possibility!

- Revision of the KS2 curriculum
- SATs revision guides
- Practise questions and papers
- Regular home learning on related SATs topics
- Teaching exam techniques:
 - timing;
 - order of answers to questions;
 - question weightings etc.
- General pastoral care to reduce stress and anxiety
- Additional adult support to the year group





Learning at the heart, igniting possibility!

How will the school help?

- Individual pupil attention: pastoral and academic.
- Diagnostic and targeted marking.
- Material taught through a variety of teaching and learning methods.
- Individual tracking, monitoring and evaluation of progress.
- Targeted groups of children - focusing on areas of weakness or aspects in which there is less or a lack of confidence.



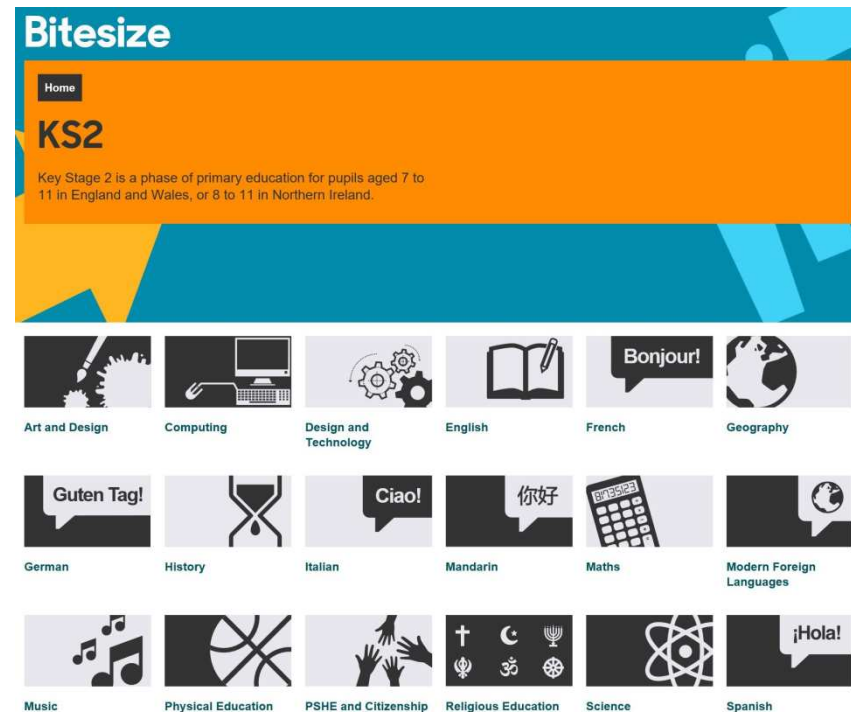


How can I help as a parent?

Learning at the heart, igniting possibility!



- Ensure completion of home learning:
 - support them through it;
 - discuss it with them;
 - *you will notice an increase in home learning in the run up to the SATs.*
- Web sites such as BBC Bitesize (KS2):
<https://www.bbc.com/education/levels/zbr9wmn>





How can I help as a parent?

Learning at the heart, igniting possibility!

- Read with your child at least 3 times a week;
 - discussion,
 - asking delving questions,
 - asking them to make inferences that are not immediately obvious,
 - ask for opinions and why they are held,
 - what in the text informs their opinion?
- Encourage use of a thesaurus and dictionary to broaden vocabulary.





How can I help as a parent?

Learning at the heart, igniting possibility!

- **SATs targeted study books.**
- **Establish routines around home learning/revision etc.**
- **Support high attendance and punctuality.**
- **Ask questions and listen if they want to talk things through with you.**
- **Come in and discuss any worries or distractions with us, no matter how insignificant they may seem.**
- **Tell them they are wonderful – because they all are!**





How can I help my child with mathematics as a parent?

Learning at the heart, igniting possibility!

- Practice all times tables up to 12 x 12
- Revise different units of measure e.g. there are 500 ml in a $\frac{1}{2}$ a litre
- Identify prime numbers up to 100
- Identifying the value of a digit in a 7 digit number e.g. what is the value of the '7' in 276,541?)
- Round numbers to the nearest 10, 100, and 1000
- Practice adding 3 amounts of money and then working out the change from a £20 note
- Finding the difference between two numbers including numbers with decimals
- Finding the area and perimeter of a rectangle or triangle
- Finding missing angles in a triangle
- Work out the duration of a journey from start to finish
- Finding percentages of numbers quantities
- Adding and subtracting large numbers and decimals mentally
- Revise properties of 2-d and 3-d shapes
- Telling the time on a 24 hour clock



A little and often ...

Learning at the heart, igniting possibility!





Learning at the heart, igniting possibility!

How can I help as a parent?





Praise, praise, praise

Learning at the heart, igniting possibility!

Very well done!
Luv it!
Super!
That's fantastic!
Aren't you clever?
Wonderful!
Stupendous!
What talent!
Marvelous!

You're the best!
How cute!
Awesome!
Magnificent!
Terrific!
Delightful!
Really Amazing!
Superb!
Beautiful!
Unbelievable!
That's gorgeous!

Lovely!
Well done!
Great!
Amazing!
Brilliant!



Access information on the school website

<http://www.dosthill.staffs.sch.uk/year-6-end-of-year-tests-and-teacher-assessment/>

Learning at the heart, igniting possibility!

Please start by looking at the PowerPoint presentation. Other documents are for reference and provide further details.

- Parents KS2 SATs Workshop Nov 2015.pdf
- Information_for_parents_-_2016_national_curriculum_tests_at_the_end_of_key_stages_1_and_2.pdf
- Interim Teacher Assessment framework end of KS2.pdf
- Sample English Grammar, Punctuation and Spelling Test
- Sample Spelling Test
- English GPS markscheme
- Sample Reading Booklet
- Sample Reading Answer Booklet
- English reading markscheme
- Sample Arithmetic Paper
- Sample Reasoning Paper 1
- Sample Reasoning Paper 2
- Mathematics markscheme
- Interim Teacher Assessment framework end of KS2.pdf
- English_Appendix_1_-_Spelling.pdf
- English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf
- English_Glossary.pdf
- Mathematics: examples of formal written methods for addition, subtraction, multiplication and division



Learning at the heart, igniting possibility!

Pause for thought

How are you
feeling now?

Any further
questions?

