

Year Six SATs 2020

Monday 3rd February 2020

Mrs Halai

Year 6 Teacher and UKS2 Leader

Redwood Class

Areas to be covered:

1. What are SATs?
2. What we will be doing this year to help your children reach/exceed the assessment expectations.
3. Suggestions for how you can help your children at home.
4. What will actually happen during SATs week.

What is the point of them?

1. SATs are a wonderful opportunity for the children to show everything that they can do by the time they leave primary school.
2. They exist to monitor attainment and progress in the school, and to identify individuals who need extra support when they go to secondary school.

Our belief

- The children will be well prepared and we want them to do their very best **but** SATs only test 2 subjects.
- All year we provide the children with a broad and enriching curriculum.
- We have a responsibility to make SATs preparation as enjoyable and pressure-free as possible.
- Holidays are exactly that – the children work very hard in school.
- Through PSHE, there will be opportunities for the children to develop the skills they may need to deal with any pressures or stresses that they may come across as they approach SATs week or transition to Secondary School.

SATs week

Date	Activity
Monday 11 May 2020	English grammar, punctuation and spelling papers 1 and 2
Tuesday 12 May 2020	English reading
Wednesday 13 May 2020	Mathematics papers 1 and 2
Thursday 14 May 2020	Mathematics paper 3

What do results look like?

Subject	Total marks	'Gradings'
Maths	110	EXS – Working at the expected standard WTS – Working towards the expected standard
Reading	50	EXS WTS
Grammar, punctuation and spellings	70 (inc 20 for spellings)	EXS WTS
Writing	Assessed internally and potentially moderated by Herts	GDS – Working at 'greater depth' within the expected standard EXS WTS

Results reported in **July** – a letter is sent home

Previous Year SATs Results

- Available on the school website – let me demonstrate how to access

Maths

- Emphasis on reasoning and problem solving skills.
- Calculators are banned in the KS2 SAT. There is an increased focus on mental fluency and the use of efficient written methods in the four mathematical operations. Strong arithmetic skills basically.
- There's quite a lot of new content which, up until now, has been regarded as 'secondary maths'. This includes long division at year 6, and an increasingly complex understanding of fractions and decimals.

The test papers

Paper type	Marks
Arithmetic	40
Reasoning 1	35
Reasoning 2	35

Mastering the arithmetic skills is very sensible area to focus on. In terms of the test, it can allow the child to set a strong foundation before the next two papers which tend to contain the trickier questions.

22

$$18 - 9.83 =$$

1 mark

23

$$\begin{array}{r} 43 \\ \times \quad 21 \\ \hline \end{array}$$

Show
your
method

2 marks

24

$$25.2 - 6.04 =$$

1 mark

19

Miss Mills is making jam to sell at the school fair.

Strawberries cost £7.50 per kg.

Sugar costs 79p per kg.

10 glass jars cost £6.90

She uses 12 kg of strawberries and 10 kg of sugar to make 20 jars full of jam.

Calculate the total cost to make 20 jars full of jam.

Show
your
method

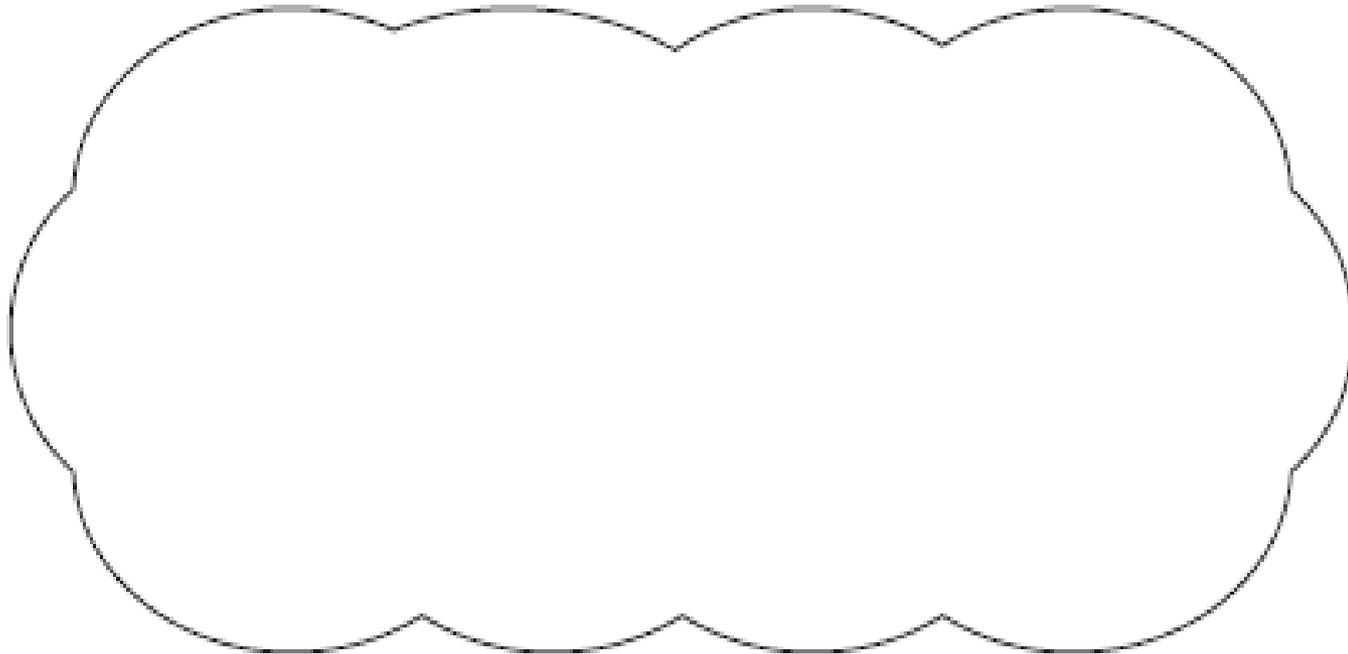
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3 marks

21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to 18×326



1 mark

What do we do?

- Classes are split so that the children are working at a pace which is best for them.
- We balance our teaching to include new work and revision of earlier topics.
- We encourage independence – the children must decide on the best method of solving a problem, and then check to see if they are correct.
- Children will regularly be given questions to encourage the deeper development of problem solving skills like the ones on the previous slides.

What can help at home?

- For Maths:
 1. **Homework** – we are happy to go over any issues at school if you send us a little note.
 2. **CGP practice books** for all core subjects are great. They are up-to-date with the new curriculum content – the SATs buster books are particularly effective.



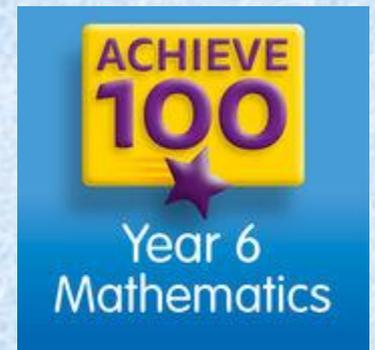
3. Doodle Maths App

- Based on the ten-minute per day principle for reading, this app allows children to interactively practice their maths skills for a short burst each day.



4. Achieve 100 App (Rising Stars)

- Less fun than Doodle but very useful. Groups topics and there are a series of questions to answer plus a bonus round. It provides a good level of challenge –



Grammar

- Amongst many other terms that the children need to know are the following:
 - Noun phrases
 - Co-ordinating and subordinating conjunctions
 - Active and passive voice
 - Determiners
 - Relative clauses
 - Subjunctive form
 - Subject and object

17

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
<u>Tom studied hard for his exams</u> because he wanted to do his best.		
Anika, <u>who loved football</u> , practised every weekend.		
<u>As she had only recently joined the school</u> , Li Wen felt very lonely.		

1 mark

18

Circle all the **conjunctions** in the sentences below.

As it was very cold, Amanda reluctantly agreed to wear a scarf.

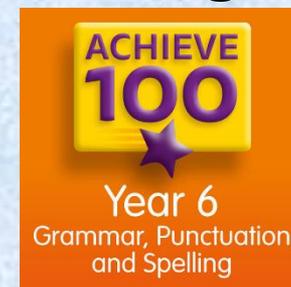
Thomas refused to wear his coat because he said it was too hot.

Although he felt very cold on the way home, Thomas refused to admit it.

1 mark

The main message

- Don't worry about this test at all!
- Certain areas are obviously important to understand but we cover these within normal English lessons. The rest is a memory test.
- The children will get plenty of practice in school but we focus our attention on improving reading and writing skills.



Spelling

Spelling task

1. Sam is _____ to play football at playtime.
2. Use a ruler to draw a _____ line.
3. Being dizzy is a strange _____.
4. Lauren was _____ before her first swimming lesson.
5. The bird found a _____ of bread.
6. It is _____ that it will rain tomorrow.
7. An _____ author visited our school.
8. Sap is a sticky _____ that comes from trees.
9. John is having an _____ on his foot.
10. Aamid faced his _____ challenge on the zip wire.

What do we do?

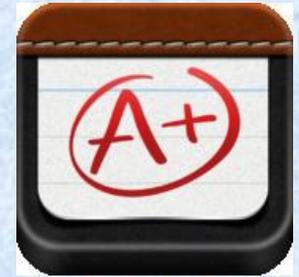
- Whole class teaching plus small group interventions.
- Emphasis placed on the importance of accurate spellings in every writing task – even Isle of Wight postcards!

What can help at home?

1. Lists of all the Y6 spelling pattern words will be included in the Home Learning.

2. **A+ Spelling App**

- Set up spelling lists to practice
- Saves all the incorrect words
- Gives clues (number of letters or letters missing)

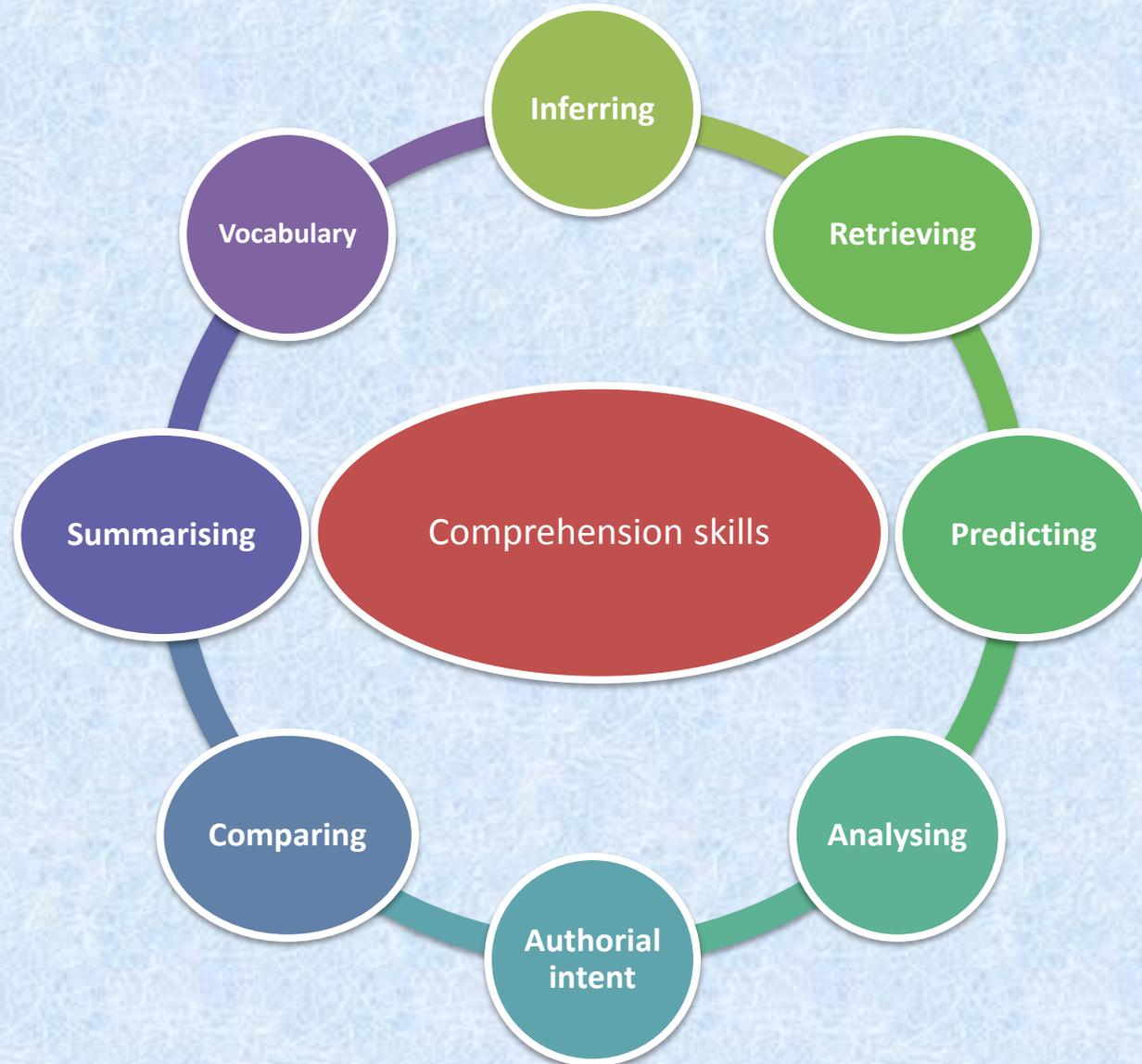


3. **Spelling shed App**

- Fun way to practice the spelling patterns from the curriculum.
- Use in school already for intervention groups and the children love it.



Reading



Main points

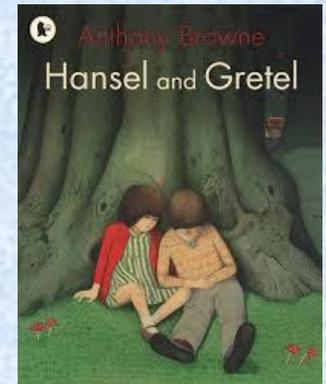
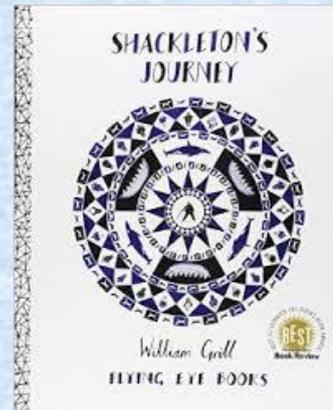
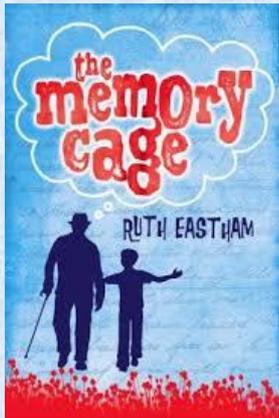
A big focus now on children understanding vocabulary in context – children must be reading a wide range of texts.

Reading stamina **at least 150 words per minute** – the reading booklet is long!

Increase in the complexity of questions. Words such as ‘What impression...?’ were used in the 2016 paper as another way of asking the children to interpret part of the text.

What do we do?

- We use whole class books that excite and engage the children – they allow everyone to listen to challenging texts being read aloud.



- Reading is taught daily through the use of these class books, news articles, poetry, images and videos.
During these sessions we:
 - explicitly teach reading skills like skimming and scanning and the comprehension skills mentioned before and how to best answer questions (including the dreaded 3-markers!)

	E	Explain what the fast car symbolises?
	R	Find and copy the phrase which means going into another country or state.
	I	A). Who is the singer speaking to? How do you know? B). Is the singer happy? How do you know?
	C	Why do you think the singer repeatedly uses the word 'maybe'? Why is it effective?

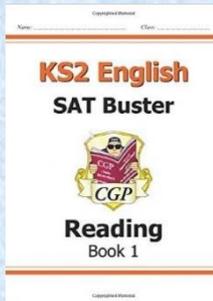
What can help at home?

- For Reading:

'young people who read outside of class daily for just 10 minutes were 13 times more likely to read above the expected level for their age.'

-National Literacy Trust

1. The most important thing the children can be doing here is **daily reading of quality texts**. Reading with an adult can still be very beneficial for Year 6 children to check word meaning and text comprehension.
2. **GCP SATs buster** – short extract with questions.
3. **Audio books** can be excellent for all children, particularly to enable access books which may be beyond their own reading ability.



2. A fantastic website is **Lovereading4kids.co.uk**.

- book recommendations sorted by age group
- categories for 'reluctant readers', children's classics, books for boys etc...

The screenshot shows the homepage of Lovereading4kids.co.uk. At the top left is the logo with the tagline "Helping you choose the best books for children". A search bar in the center contains the text "Search over 317,014 children's books & authors". On the right, there are navigation links for "Blog", "Contact Us", and social media icons for Facebook, Twitter, and Pinterest. Below these are "Login" and "Register" links, and a "My Basket" section showing "0 : £0.00".

On the left side, there is a vertical menu with the following items: Summer Reading, Age Ranges, Recommendations, Special Features, Non-Fiction, Book Awards, Top 10s, and Free Prize Draws.

The main content area features a "Lovereading4kids Weekly Staff Picks" banner. Below the banner, five book covers are displayed on a wooden shelf: "Goodnight Everyone" by Neil Patrick, "Darkmou" by Shane Hegarty, "Pugly Solves a Crime" by Pamela Young, "How Much Does a Ladybird Weigh?" by Alison Limentani, and "A Dog's Life" by Ann M. Martin. A red cartoon character is positioned to the left of the books.

On the right side, there is a quote: "It's so easy to find the right book for your child. Such an easy-to-use, yet in-depth website. 100% reliable." attributed to Pippa, Jack, Liam & Matthew Wils. Below this is a section for "This month's 'featured books': Debuts of the Month" with a small rainbow logo. A featured book cover for "Nibbles: The Book Monster" by Emma Yarlett is shown, with the text: "April 2016 Debut of the Month Nibbles the monster is as impetuous and cheeky".

Writing

- For 'expected standard' - **every** standard must be evident within all writing.
- Much more emphasis on writing being completed **independently**.
- Big focus on redrafting of work – teaching the reality behind the writing process.
- Spelling, punctuation and handwriting are all considered to be very important.

Writing

End of Key Stage 2 Statutory Assessment		Working at the Expected Standard						
Name:		A	B	C	D	E	F	Collection
The pupil can write for a range of purposes and audiences:								
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								
Use verb tenses consistently and correctly through the writing								
Use a range of devices to build cohesion within and across a paragraph	conjunctions							
	adverbials of time and place							
	pronouns							
	synonyms							
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately	contracted forms							
	Passive verbs							
	Modal verbs							
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 lists								
Maintain legibility in joined handwriting when writing at speed								

Writing

End of Key Stage 2 Statutory Assessment	Working at Greater Depth Within the Expected Standard						
Name:	A	B	C	D	E	F	Collection
The pupil can write for a range of purposes and audiences:							
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.							

What can help at home?

- Again **reading** is key here.
- Have a look through your child's English book when you come in for parent consultations.
- Have I mentioned reading?

Finally...SATs week

- We use the Year 6 classrooms and other rooms as we need to.
- Only tests in the morning.
- Children can have questions read to them in all the papers except the reading one.
- We do a mock practice.

Thanks



During parent consultations, we will let you know how your child is doing and can answer further questions then.