

# Borough Green Primary School



## Year 6 Parents' Information Evening

Thursday 22<sup>nd</sup> March 2018

# Welcome & Introduction

- SATs 2018
- Understanding scaled scores & how attainment will be measured at the end of Key Stage.
- SATs 2018 Reading, SPAG, Writing and Maths – **Week commencing 14<sup>th</sup> May 2017 – Thursday 17<sup>th</sup> May**
- Writing expectations.
- How parents can support.

# SATs 2018

- \*Significant changes to SATs in 2016

- \*With the removal of levels, children will no longer be given a level at the end of Y6. Children will now receive a scaled score.

- \*Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment.

- \*A scale of 100 will always represent the 'national standard'.

# How SATs results are used

# Year 6 SATs 2018

For English writing - 3 standards:

- working towards the expected standard
  - working at the expected standard
  - working at greater depth within the expected standard.
- 
- For English reading, mathematics and science the following results can be recorded:
  - **AS**: the expected standard has been achieved
  - **NS**: the expected standard has not been achieved
  - **A**: the child was absent from one or more of the test papers
  - **B**: the child is working below the level assessed by KS2 SATs
  - **M**: the child missed the test
  - **T**: the child is working at the level of the tests but is unable to access them (because all or part of a test is not suitable for a pupil with particular special educational needs)

Parents are also informed of their child's scaled score which may range from 80 to 120.

# Year 6 SATs 2018

In 2018 Year 6 pupils will sit the following tests:

- Reading



- Grammar, Punctuation and Spelling Test



- Mathematics



# Reading



Reading will be a single paper with questions for the pupils to complete. There will be a variety of texts with between 1500-2300 words in total.

1 hour test in total, including reading time, to complete the test. (50 marks)

Variety of different question types including:

***\*Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'***

***\*Labelling, e.g. 'Label the text to show the title of the story'***

***\*Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'***

***\*Short constructed response, e.g. 'What does the bear eat?'***

***\*Open-ended response, e.g. 'Look at the sentence that begins Once upon a time. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'***

# Reading



\*Guided reading sessions are still taking place daily within school, as this is the best way for children to learn a range of reading skills, including an understanding of authorial technique and how to answer test questions effectively.

\*The children should be reading a range of texts (including classics and more challenging books) at home daily, including reading to an adult to discuss vocabulary use in context.



# Reading



- Reading test consists of texts of varying difficulty.
- They are encouraged to read and answer questions on one text at a time.
- Removal of level 6 paper, however this means there will be more challenging questions on the paper that all children are sitting.

# Spelling, Grammar, Punctuation and Vocabulary



- New curriculum for English – significant emphasis on children knowing, understanding and applying terminology relating to grammar and punctuation.
- Practising grammar all the time both as discrete grammar exercises and with the children applying this knowledge to their own writing.

Needs to be continually reinforced through homework, on-line activities and general reminders that our 'Kentish' dialect sometimes uses grammar incorrectly

- E.g. I done it
- E.g. I writ it
- E.g. We was swimming...

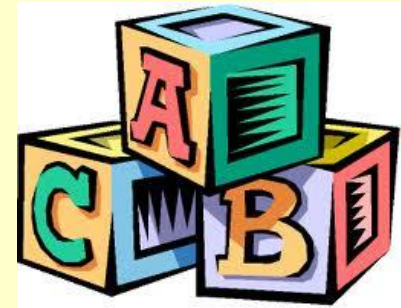
# Spelling, Grammar, Punctuation and Vocabulary.



- Pupils will sit a 45 minute test.
- Spelling test- 20 unseen words- read in context.

Significant emphasis on spelling this year compared to previous years not only in their SPAG test but also in their own writing.

# Spellings:



## Year 6 specific:

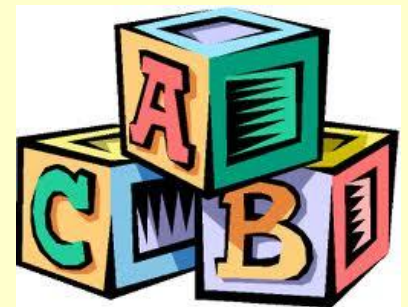
- Pupils will be given spellings to learn on a weekly basis.
- Patterns and spelling rules
- Statutory Word Lists

### Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue

# Spellings:

- Within a piece of writing, in terms 1 and 2, a child's spelling errors are identified by the teacher through the use of '*sp*,' which is recorded in the margin.
- No more than 5 errors are identified and these are selected according to the child's ability level.
- The child will be expected to self-correct the spelling using dictionaries to support.
- In Terms 3 and 4, pupils are expected to identify mis-spellings themselves



# Handwriting



- Handwriting is practised in short sessions during the school day so that children are taught correct letter formation and joining.
- Children should have a neat legible, joined style of writing by the end of year 3.
- Unless the children write in a joined, legible and fluent style, they cannot be awarded 'working at expected standard'.
- Children are encouraged to apply this to all their writing in school as well as their homework.

# Y4- Expectations for Grammar

Year 4: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive –s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial



# Y5- Expectations for Grammar

Year 5: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i> ] <b>Verb prefixes</b> [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> ]
<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i> , <i>surely</i> ] or <b>modal verbs</b> [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ]
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ] Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before]
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
<b>Terminology for pupils</b>	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

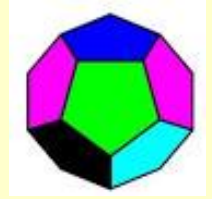
# Y6- Expectations for Grammar

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If <u>I were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>

### Year 6: Detail of content to be introduced (statutory requirement)

<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
<b>Terminology for pupils</b>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

# Mathematics



## Maths

- Arithmetic test (30 minutes)- Range of context free questions.
- Reasoning paper (40 minutes) – 40 marks in total.
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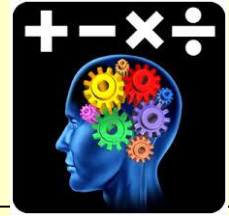
# Maths



Focus on:

- \***Fluency**- children's ability to recall and apply knowledge rapidly and accurately.
- \***Reason**- follow a line of enquiry, make generalisations, justify or prove something.
- \***Problem Solve**- apply their knowledge, break down problems and persevere to solve problems.

# Arithmetic Test



- Mental mathematics test removed.
- Arithmetic test introduced to assess basic mathematical calculations.
- No contextualised questions.
- 36 questions, 40 marks available, 30 minutes duration.
- Questions will cover:
  - \* straightforward addition and subtraction
  - \* more complex calculations with fractions
  - \* long divisions and long multiplications.

# Examples from White Rose materials.

## Term by Term Objectives

Year 6

	National Curriculum Statement	All students																												
		Fluency	Reasoning	Problem Solving																										
Place Value	Use negative numbers in context, and calculate intervals across zero.	<ul style="list-style-type: none"><li>Fill in the missing numbers. 152, 102, 52, 2, ____, ____.</li><li>Filip had £17.50 in bank account. He paid for a jumper that was £30. How much did he have in his bank account after?</li><li>In a Science experiment, a class videoed a thermometer overnight. At 02:30 it read <math>-12^{\circ}\text{C}</math> and it was <math>15^{\circ}\text{C}</math> at 13:00. What was the difference in temperatures?</li></ul>	<ul style="list-style-type: none"><li><b>Spot the mistake:</b> <math>-75, -15, 35, 105</math> What is wrong with this sequence of numbers?</li><li><b>True or false?</b> When I count backwards in 50s from 10 I will say <math>-150</math>. Explain how you know.</li><li>A company decided to build offices underground as well as over ground. The manager says "If we build from 100 down to <math>-100</math> then we will have 200 floors." Was he right? Convince me.</li></ul>	<ul style="list-style-type: none"><li>The temperature is <math>-6^{\circ}\text{C}</math>. It gets 5 degrees warmer. <b>True or false</b> – it is now <math>-11^{\circ}\text{C}</math>. Explain your answer using a drawing e.g. number line.</li><li>Here are some number cards: <table border="1"><tr><td>3</td><td>-8</td><td>-6</td></tr><tr><td>-4</td><td>2</td><td>-7</td></tr></table><p>Use the cards to complete the calculations below.</p><p>___ + ___ = ___</p><p>___ - ___ = ___</p></li><li><b>Connect 3</b> The first to complete a row of three is the winner. Each time a player rolls they then choose if they would like to add or subtract the numbers either way round: ___ +/- ___ = ___ <table border="1"><tr><td></td><td>-5</td><td>-4</td><td>-3</td><td>-2</td></tr><tr><td>-1</td><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td></td></tr></table></li></ul>	3	-8	-6	-4	2	-7		-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	
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# Science Tests

Not all children in Year 6 will take Science SATs. However, a number of schools will be required to take part in Science Sampling; a test administered to a selected sample of children thought to be representative of the population as a whole.

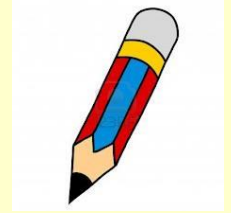
For those who are selected, there will be three papers:

- \* **Biology- 25 minutes, 22 marks.**
- \* **Chemistry- 25 minutes, 22 marks**
- \* **Physics- 25 minutes, 22 marks**



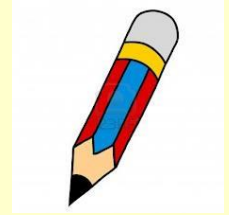


# Writing



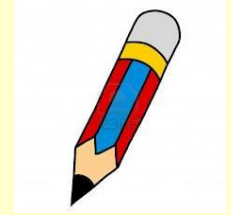
- \*No longer an externally assessed writing test for the children to sit.
- \*All writing is assessed through teacher assessment-evidence from throughout the year.
- \*Evidence gained from **all** books.
- \*Year 6 teachers will take a sample of work to a moderation meeting to have their teacher assessment judgements verified.

# Writing



- \*Introduced interim standards for this academic year.
- \*All teachers in Y6 will be moderating writing against the interim standards.
- \*Exceptionally high standards for:
  - Handwriting
  - Spelling
  - Grammar & punctuation.

# Writing



- The children will be assessed as either ‘working towards the expected standard’, ‘working at the expected standard’ or ‘working at greater depth’.
- For children to be working at expected standard, they must consistently demonstrate **ALL** these features, **MOST** of the time:

# Writing – Expected standard.

- The pupil can write for a range of purposes and audiences (including writing a short story):
- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly, including common exception words\* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

# How can you support at home?



- \* Encourage healthy learning habits e.g. regular sleep, water, diet & exercise
- \* Read, read and read again with your child! (development of vocabulary)
- \* Use of My Maths & Compare4kids resources which school subscribes to enabling access for your child.
- \* Use of revision books and websites.

# Compare4Kids Boot Camp Website



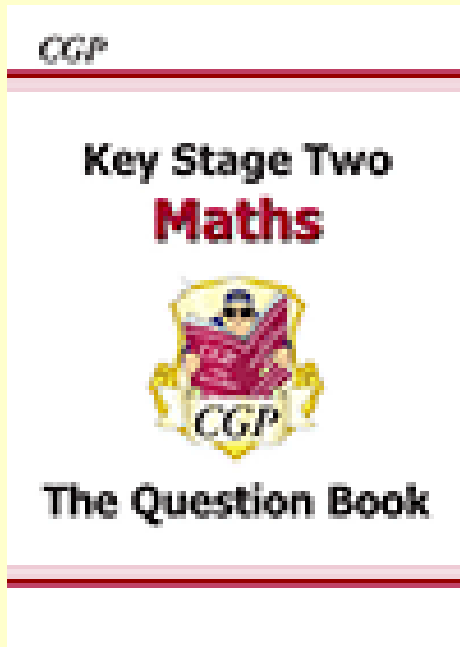
Logins are a 4-digit number –  
Child's name

e.g. 1234-WayneRooney

The password is bgpschool



# Revision books





# Websites to support



[www.bbc.co.uk/bitesize/ks2](http://www.bbc.co.uk/bitesize/ks2)

[www.compare4kids.co.uk/maths.php](http://www.compare4kids.co.uk/maths.php)

[www.cgpbooks.co.uk](http://www.cgpbooks.co.uk)

[www.theschoolrun.com/ks2/key-stage-2-sats](http://www.theschoolrun.com/ks2/key-stage-2-sats)

[www.bgfl.org](http://www.bgfl.org)

<http://resources.woodlands-junior.kent.sch.uk/interactive>

[www.mathsmadeeasy.co.uk](http://www.mathsmadeeasy.co.uk)

[www.crickweb.co.uk](http://www.crickweb.co.uk)

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.tesspag.com](http://www.tesspag.com)

# Breakfast and Wake Up Activities

- Breakfast in the Library
- On the playground
- Trim Trail, exercise then calm down activities



# Attendance SATs Week

- Attendance is vital
- The tests will be done at a different time if your child misses one