

# YEAR 6 SATs 2020

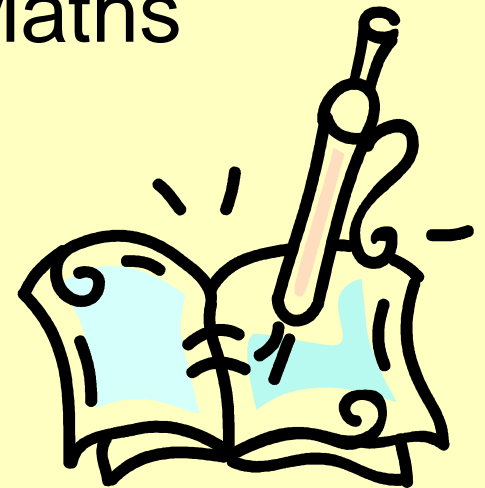


# What are the SATS ?

(statutory assessment and reporting arrangements)

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- They inform parents, the school, the local authority and the government of the children's attainment.
- Assessments in English and Maths
- Legal Requirement



# When are they?

Monday	Tuesday	Wednesday	Thursday	
11 <sup>th</sup> May	12 <sup>th</sup> May	13 <sup>th</sup> May	14 <sup>th</sup> May	
English Spelling, Punctuation and Grammar <i>(paper 1)</i>  45 mins	Reading Test  1 hour	Maths <i>(paper 1)</i>  Arithmetic  30 mins	Maths <i>(paper 3)</i>  Reasoning  40 mins	There are <u>no tests</u> for writing or for science, but teachers have to submit their own assessments, according to strict criteria.
English Spelling, Punctuation and Grammar <i>(paper 2)</i>  Spelling Test		Maths <i>(paper 2)</i>  Reasoning 40 mins		

# Information you will be given:

## Scaled Scores

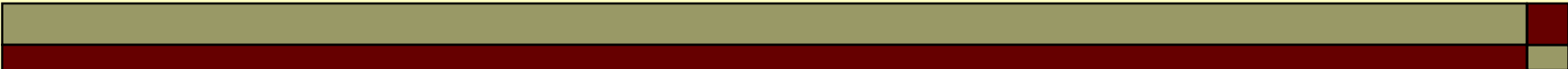


- The papers for each test are sent away to be marked externally and results are available to the school in July.
- The children's scores for grammar and spelling are totalled together.
- The scores for all three maths papers are also totalled.
- The children's scores for each test – Reading; English Grammar, Punctuation & Spelling and Mathematics – are converted to a **scaled score**.
- **Scaled scores range from 80 - 120**
- A **scaled score of 100 or more** means that the child has met the **expected standard** in that subject.
- A **scaled score of 110 or more** shows the child is working at a **higher level**.
- Each year the number of marks needed on a paper to get a particular scaled score can change.

# Example of a child's test results

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- English Grammar, Punctuation & Spelling **114**
- = **Higher level** at the expected standard
  
- Reading **99**
- = **Working towards** the expected standard
  
- Maths **103**
- = **Working at** the expected standard



# Information you will be given:

## **Teacher Assessments**

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- Teachers will also assess the work children have done during Key Stage 2 against set criteria for:
- Writing
- Science

# Writing Assessment

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- The only assessment for writing is the teacher assessment – there is **no test**.
- All the children's written work over the period of time leading up to the end of June is looked at to make the final judgement.
- Children need to show evidence across a range of types of writing e.g. stories, news reports, leaflets, letters, diaries etc.

# Information you will be given: Teacher Assessments - Writing

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- For writing, children are assessed at either:
  - **working towards** the expected standard
  - **Working at** the expected standard
  - **Working at greater depth** (above expected)
- Children unable to reach the standard required for **working towards**, receive an alternative assessment.



# Writing Framework:

## Working towards the expected standard

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.<sup>1</sup>

# Writing Framework:

## Working at the expected standard

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)
- 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<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

# Writing Framework:

## Working at greater depth

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<sup>3</sup> 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

# Science Framework

Science assessments are made in June and cover the science children have learnt since year 3.

The are assessed as being AT the expected standard or NOT at the expected standard.

There is no higher level.

## Working at the expected standard

### Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- describe and evaluate their own and others' scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources
- ask their own questions about the scientific phenomena that they are studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary (i.e. observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources)
- use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate
- record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- draw conclusions, explain and evaluate their methods and findings, communicating these in a variety of ways
- raise further questions that could be investigated, based on their data and observations.

### Science content

The pupil can:

- name and describe the functions of the main parts of the digestive [year 4], musculoskeletal [year 3] and circulatory systems [year 6]; and describe and compare different reproductive processes and life cycles in animals [year 5]
- describe the effects of diet, exercise, drugs and lifestyle on how the body functions [year 6]
- name, locate and describe the functions of the main parts of plants, including those involved in reproduction [year 5] and transporting water and nutrients [year 3]

*Continued on the next page*

# Science Framework continued

- use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods [year 6]
- construct and interpret food chains [year 4]
- describe the requirements of plants for life and growth [year 3]; and explain how environmental changes may have an impact on living things [year 4]
- use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved [year 6]; and describe how fossils are formed [year 3] and provide evidence for evolution [year 6]
- group and identify materials [year 5], including rocks [year 3], in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties [year 5]
- describe the characteristics of different states of matter and group materials on this basis; and describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle [year 4]
- identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components [year 5]
- identify, with reasons, whether changes in materials are reversible or not [year 5]
- use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects [year 6], and the formation [year 3], shape [year 6] and size of shadows [year 3]
- use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard [year 4]
- describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source [year 4]
- describe the effects of simple forces that involve contact (air and water resistance, friction) [year 5], that act at a distance (magnetic forces, including those between like and unlike magnetic poles) [year 3], and gravity [year 5]
- identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force [year 5]
- use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams [year 6]
- describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night [year 5].



# **What Grammar do your children need to know?**

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- See Separate Handout**

# What spellings do your children need to know ...? Key Words:

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All 'key words' from years 3 – 6. (See home learning page on the school website)

In their writing they should be spelling MOST of these words correctly, if they use them.

Evidence from spelling tests can also be used.

Some of these words MAY be included in the EGPS SAT paper 2 test (spelling).

# What other spellings, rules & patterns do your children need to know ...?

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**These have been taught from year 3 onwards.**

**Some questions on rules and patterns will be in the EGPS paper 1 and some of the spellings in paper 2 will fit the rules.**

**Content includes knowledge of:**

- Prefixes (e.g. **un**happy)
- Suffixes (e.g. beauti**ful**)
- Different word endings (eg **ible** / **able**)
- Silent letters (e.g. **k**nee)
- Homophones (e.g. **there** / **their** / **they're**)



# What might your children be asked in Reading?

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□ **Explain the meaning of words in context.**

Find and copy one word meaning ‘relatives’ from long ago.

□ **Find information in the text**

Write down three things that you are told about the oak tree on the island.

□ **Make inferences from the text**

How can you tell that Maria was very keen to get to the island?



# What might your children be asked in Maths?

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**Paper 1** will consist of fixed response questions, where children have to give the correct answer to calculations using all 4 operations (+ - x ÷). They will need to calculate using whole numbers, decimal numbers, fractions and percentages.

**Papers 2 and 3** will involve a number of question types, including:

- Multiple choice
- Problem solving (working with 2 and 3 step problems)
- True or false
- Reasoning (explain their approach to solving a problem)
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape, fill in missing numbers or completing a table or chart

# What might your children be asked in the grammar and punctuation test?

Complete the sentence with an appropriate **adverb**.

She completed her homework \_\_\_\_\_.

Which sentence uses **capital letters** correctly?

Tick **one**.

The athlete won four gold medals at the olympic games in London.

The athlete won four Gold Medals at the Olympic Games in London.

The athlete won four Gold medals at the Olympic games in London.

The athlete won four gold medals at the Olympic Games in London.

# How can you help them generally?

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- ❑ Breakfast (SATs week Breakfast Club)
- ❑ On time for school
- ❑ Good night's sleep
- ❑ Be positive and encouraging
- ❑ Encourage them to do their best, but avoid putting them under too much stress!



# How can you help them specifically?

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## Reading

- Daily reading, asking who, what, where, when, how, why questions.
- Range of reading.
- Support them to discuss unknown words, develop their vocabulary.
- Books of Reading Comprehensions for year 6 / KS2.

# How can you help them specifically?

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## **Writing**

- ❑ Opportunities e.g. diary, story, recipes, letters, shopping lists.
- ❑ Extending sentences by adding details.
- ❑ Proof reading homework tasks.

## **Grammar, Punctuation and Spelling**

- ❑ See additional sheet.
- ❑ Support with English homework tasks (books)
- ❑ Practising spellings – especially year 5 / 6 words
- ❑ BBC Bitesize

# How can you help them specifically?

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## Maths

- Times tables
- Mentally add and subtract numbers
- Multiply and divide whole numbers and decimals by 10, 100 and 1000
- Find percentages and fractions of amounts
- Ask them to explain how they have solved problems
- Ask them to check the reasonableness of their answers

# Time for questions

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