Year 6 SATs

March 2020

Overview of Aims

- To understand what SATs are
- SATS week timetable
- How we will support your child
- How you can support your child

What are SATs?

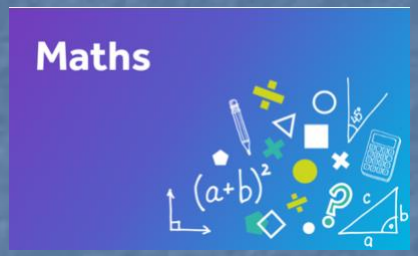
- SATs (Standard Assessment Tests) are used to show your child's progress and attainment.
- Until 2015 children received levels: Level 4 was the national average for end of Key Stage 2 (Year 6). Level 5 was above average, whilst Level 3 was below average.
- Levels have now been replaced by:

-Working Towards

-Working At/Expected

-Working At Greater Depth within the Expected Standard.

- SATs results, together with teacher assessment, are used to inform your child's secondary school about his/her attainment and progress
- SATs for Maths, Reading and English Punctuation, Grammar and Spelling (EGPS, previously called SPaG)



- There are three maths papers: one Arithmetic paper and two Reasoning papers. Calculators are not allowed on any paper
- Writing and Science are assessed against the National Curriculum assessment guidance.

Results

- Children will receive a raw score from their SATs paper. This raw score will then be standardised.
- A standardised score of 100 will be 'Working at Age Related Expectations' .
- A letter will be sent home with your child's SATs results.
- Teacher assessments will be given on your child's school report.

WRITING

2016 national curriculum assessments

Interim teacher assessment framework at the end of key stage 2 - writing

Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly* (years 3 and 4)
- spelling some words correctly* (years 5 and 6)
- producing legible joined handwriting.

Working at the 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* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]

SCIENCE

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)
- use the observable features of plants, animals and microorganisms 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)

Science content (continued)

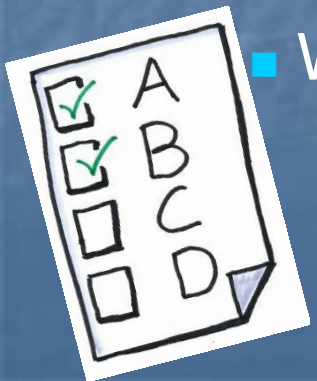
- describe the characteristics of different states of matter and group materials on this basis; and describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle (year 4)
- identify and describe what happens when dissolving occurs in 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).

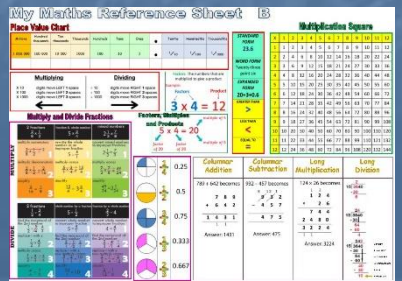
Classroom based learning

Supported activities covering:

- Focus on success criteria for writers across a range of different genres;
- Reading activities to answer inference and deduction questions;

- Opportunities for revising and applying mathematical methods across a range of contexts;
- EGPS teaching and using test questions;
- Weekly spelling rule practise and checks;
- Weekly homework to support classroom learning.





Easter Holidays

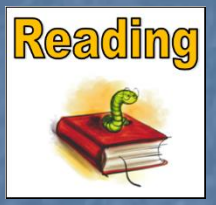
- Homework will be issued over the Easter holidays.
- This period will be vital to ensure that your child stays in a ‘work mode’.
- 10min tests are useful as they increase your child’s pace.

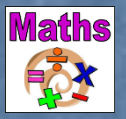
SATs week - 11th May 2020

- **Monday May 11th 2020:** EGPS (Gramm Punctuation Test) – 45 minutes

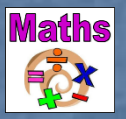
- **Monday May 11th 2020:** EGPS (Spelling Test minutes

- **Tuesday May 12th 2020:** Reading Test – 60 minutes

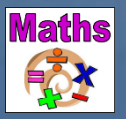




- **Wednesday May 13th 2020:** Maths Paper 1 (Arithmetic) – 30 minutes



- **Wednesday May 13th 2020:** Maths Paper 2 (Reasoning) – 40 minutes

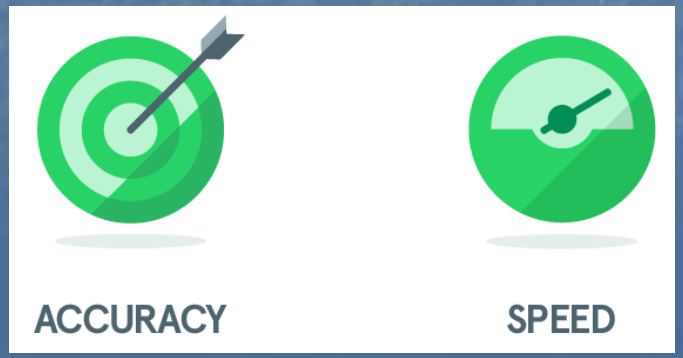


- **Thursday May 14th 2020:** Maths Paper 3

How we will support your child

Before SATs Week:

- Using and applying all the skills learnt
- Skills games/carousels
- Revision
- Mock SATs / Test practise (to increase speed, accuracy and test technique)



How we will support your child

During SATs Week

- Breakfast from 8.15am
- Illness / Phone calls to chase late arrivals
- Water bottles
- One small, good luck charm / toy / mascot
- Extended breaks and well-being time
- Creative and physical afternoons – PE Kits all week please!
- Some revision groups in the afternoons.

During SATS support

- Different seating arrangements
- Reading questions, encouragement and rest breaks after tests

- Some children may be given extra time.
- Other adults
  - Readers
  - Scribers
  - Prompters

How you can support your child

- Revision Books / Homework
- Practising spellings rules sent home
- Referring to the maths reference sheet
- Early nights – especially the weekend
- Good luck mascots
- Arrive in plenty of time
- Illness
- PE Kit / Glasses / Organisation
- RELAX!

Friday 15th May 2020

- The children may have an off-site treat!

Friday 26th June 2020

- Writing and Science assessment

- Any Questions?