

Year 6 SATs Forum



Main Points:

- Test scores are reported as 'scaled scores'.
- In July 2024, for the publication of test results, each pupil will receive:
 - A raw score (number of raw marks awarded).
 - A scaled score in each tested subject.
 - Confirmation of whether or not they attained the national standard.

On publication of the test results in July 2024:

- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age: **WORKING TOWARDS**.
- A child awarded a minimum scaled score of 100 is judged to have met the 'national standard' in the area judged by the test: **EXPECTED STANDARD**.
- A child awarded a scaled score of approx. 110 or more is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age: **GREATER DEPTH**.

SATs Week Beginning 13th May 2024.

Day		
Monday 13 th May	SPAG (45mins)	Spelling (20mins)
Tuesday 14 th May	Reading (1hr)	
Wednesday 15 th May	Mental Maths (30mins)	Mathematics Reasoning Paper 1 (40mins)
Thursday 16 th May	Mathematics Reasoning Paper 2 (40mins)	

- Reading (60 minutes)
- Spelling (approximately 15 minutes)
- Punctuation, Vocabulary and Grammar (45 minutes)
- Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)

How to Help Your Child:

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school and that they are organised (reading record, planner and home learning book).
- Support your child with any homework tasks and encourage them to meet deadlines. This will support them in having good time management skills.
- Reading, spelling and arithmetic (e.g. **times tables at speed**) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Daily Doodle Maths.
- Make sure your child has a good sleep and healthy breakfast every morning.
- Help your child to plan their revision in **short bursts** (15-20 minutes).

Please support us by encouraging your child to:

- Learn their spellings every week.
- Read at least 5 times a week.
- Practise times tables at least once or twice a week. They need to be able to recall these at speed. Use Times Table Rock Stars to support this.
- Your child might like to devise a timetable for revision in the month or so running up to the SATs.
- Make sure your child DOES NOT complete any of the sample or real papers from 2019 at home or with a tutor. Papers from before 2019 are fine.

Example Revision Timetable:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Read for 15mins	Read for 15mins	Read for 15mins	Speed times tables	Read for 15mins		Read for 15mins
	Speed times tables	Literacy practise question.	Maths practise question.			

Useful websites:

Maths

<https://doodlelearning.com/>

<https://trockstars.com/>

<https://corbettmathsprimary.com/>

<https://mathsbot.com/primary/ks2?fbclid=IwAR20LwIjvk3EVWWIt96zMgoeXrPadlOBDrMzFCTxyn4AvjbuSjMafK7FQ#qIaSheet>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://www.bbc.co.uk/bitesize/subjects/z826n39>

<http://www.crickweb.co.uk/ks2numeracy.html>

English

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm>

<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<http://www.crickweb.co.uk/ks2literacy.html>

<http://primarygamesarena.com/Topics/Spelling>

All areas

<http://www.bbc.co.uk/education/levels/zbr9wmn>

The Year 6 SATs preparation page in the 'learning' section of the school website will also provide many helpful links:

<https://pevenseyschool.org.uk/learning/Y6SATs/>

Expected Standard Example in Writing:

"Lauren, I have ^{just} received a phone call from work, because we need to go to Antarctica so I can report the weather," exclaimed Mum as she put some winter clothing in a suitcase and the ~~two~~ ^{two} lumpy-looking passports in her bag. Immediately, Lauren put on her brand new winter boots and her waterproof fur coat. As soon as all the bags were packed they ran extremely fast to where Lauren's mum's ~~Bill~~ ^{Bill} was parked and they set off for Gatwick Airport.

Eventually, they arrived in Antarctica where the film crew were waiting for Lauren's mum to report the news, causing Lauren to be left alone and find the winter hut herself. As soon as her mum left, she ~~started~~ ^{started} picked up the bags and began to walk. Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren with a frosty very painful frost bite. What ~~might~~ ^{might} she could she do now ~~with~~ ^{with} to get rid of the frost bite? She thought to herself, but gradually it melted from the warm heat of her coat.

Within a few minutes, Lauren carried on with the journey when a bundle of hail stones constantly crashed down onto her head as a blizzard slowly ~~occurred~~ ^{occurred} right in front of her. There was no way of escaping the disastrous snow storm because it ~~was~~ ^{was} only ploughing ~~what~~ ^{was} in front of it (which was Lauren).

Greater Depth Example in Writing:

Dear Diary

Right now I'm not actually holding this pen - it is miraculously hovering in the air and writing down my thoughts for me. Because ghosts can't hold stuff, right? I've never really liked writing a diary but my parents always told me it would be fun to look back on when I am older. But I'll never be 'older'. I suppose I can look back on the day I died.

It was all fine at first - my brothers teasing with me about my 'giants' necklace and Mum and Dad ~~cutting~~ ^{cutting} brushing off the burnt toast. I thought, "Just a couple more inches of shells for my necklace - then I shall reach the toaster!"

Soon enough we were all lying on the beach staring out into the shimmering turquoise water. Everything was fine; it all seemed so calm. After about twenty minutes everyone started climbing back up to ~~the~~ ^{the} house to pack up. I thought that if I just stayed maybe another hour, I'd surely have enough shells to finish my necklace.

As I was bent over the sand, I realized that almost three hours had passed and I still had fifty shells to go. I looked up from my work and the sky had suddenly turned an angry grey colour and I could already see the monstrous waves gathering out in the Atlantic. Fifty ~~would~~ ^{would} would take no more than ten minutes, right? Or so I thought...

WRITING ASSESSMENT FRAMEWORK:

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.]

READING ASSESSMENT FRAMEWORK:

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

Working at the expected standard

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.

MATHS ASSESSMENT FRAMEWORK

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

Working at the expected standard

- 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;
 $8.09 = 8 + \frac{9}{100}$;
 $28.13 = 28 + \square + 0.03$).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation
(e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$;
 $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$;
 $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$).
- 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;
 $1\frac{1}{2} + \frac{3}{4}$; $\frac{7}{9}$ of 108;
 0.8×70).
- 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).

Maths Curriculum:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn term	Number Place value VIEW	Number Addition, subtraction, multiplication and division VIEW						Number Fractions A VIEW	Number Fractions B VIEW	Measurement Converting units VIEW			
Spring term	Number Ratio VIEW	Number Algebra VIEW	Number Decimals VIEW	Number Fractions decimals and percentages VIEW	Measurement Area, perimeter and volume VIEW	Statistics VIEW							
Summer term	Geometry Shape VIEW	Themed projects, consolidation and problem solving										Geometry Position and direction VIEW	