



TGMS Y6 Open Evening



Agenda:

- Key Stage 2 Standardised Assessment Tests (SATs) (Miss Billinghamurst)
- End-of-KS2 Writing Assessments (Mr Mayne)
- PGL residential (Mrs Francis / Mrs Mellor)
- An overview of the Summer Term events and opportunities Y6 pupils participate in (Mrs Francis / Mrs Mellor)



Key Stage 2 SATs

A Presentation to Parents

April 2023



Key Dates SATS Week

Date	Subject	Test paper
Tuesday 9 th May	English grammar, punctuation and spelling	Paper 1: spelling Paper 2: questions
Wednesday 10 th May	English reading	English reading
Thursday 11 th May	Mathematics	Paper 1: arithmetic Paper 2: reasoning
Friday 12 th May	Mathematics	Paper 3: reasoning

The Tests



Key Stage 2 SATs take place nationally in the week commencing 9th May 2023

Statutory tests will be administered in the following subjects:

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

- All SATS tests are sent off and externally marked.

Writing and Science are teacher assessed:

- Writing will be teacher assessed internally as follows:
Working towards (D)
Working at expected level (S)
or working above (A)
- Science will be teacher assessed as met, or not met the expected standard.



Grammar, Punctuation & Spelling

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
- This test lasts for 45 minutes and requires short answer questions including some multiple choice.
- Marks for these two tests are added together to give a total for grammar, punctuation and spelling.



Sample Questions

Grammar, Punctuation and Spelling Paper 1

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

What is the grammatical term for the underlined words in the sentence below?

The new paintbrushes are in the box.

Sample Questions



Grammar, Punctuation and Spelling Paper 1

Circle the three **determiners** in the sentence below.

William didn't have any cereal in the house, so he went out to buy some cornflakes.

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am

was

were

be

Sample Questions

Grammar, Punctuation and Spelling Paper 2



Spelling 15: The word is **excellent**.

The school provided an **excellent** education for its pupils.

The word is **excellent**.

Spelling 16: The word is **generous**.

Generous people give to charity.

The word is **generous**.

Spelling 17: The word is **chorus**.

Everyone sang the **chorus** loudly.

The word is **chorus**.

Spelling 18: The word is **tongue**.

I burnt my **tongue** on the hot soup.

The word is **tongue**.

Spelling 19: The word is **accidentally**.

Sarah **accidentally** spilled water all over the table.

The word is **accidentally**.

Spelling 20: The word is **deceive**.

The criminal tried to **deceive** the police.

The word is **deceive**.

Reading



- The reading test consists of a single test paper with three unrelated reading texts. Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.



Sample Questions

Reading Paper

- 15** (a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. _____

2. _____

_____ **2 marks**

- 27** Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

_____ **1 mark**



Sample Questions

Reading Paper

- 29 *She pulled on a pair of her father's old boots, **slung** his brown coat over her nightdress, and opened the door.*

The word *slung* suggests that Piper put on the brown coat...

Tick **one**.

carelessly.

slowly.

tidily.

thoughtfully.



Sample Questions

Reading Paper

34

When Edward was exploring the bookcase, he noticed *something in the dark **recesses** of the shelf.*

Which of the following words is closest in meaning to *recesses*?

Tick **one**.

wood

spaces

contents

design

Mathematics



- Children will sit three tests: paper 1, paper 2 and paper 3.
- Paper 1 is for arithmetic lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover problem solving and reasoning, each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

Sample Questions



Maths Paper 1: Arithmetic

14	$3.005 + 6.12 =$	<input type="checkbox"/>

32	$43 \overline{) 1118}$	<input type="checkbox"/>
	<p>Show your method</p>	

Sample Questions



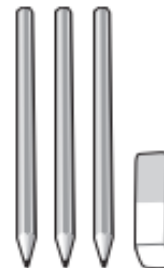
Maths Paper 2 / Paper 3 : Reasoning

9

6 pencils cost **£1.68**



3 pencils and 1 rubber cost **£1.09**



What is the cost of **1 rubber**?

Show
your
method

2 marks



Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

21

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

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

1 mark



What is expected at the end of Y6?

What 'grades' will my children receive?

Working at Greater Depth within A.R.E.



Age Related Expectations



Working towards A.R.E.



Working below A.R.E.



What is expected at the end of Y6?

The children will be assessed in:

- Maths (3 tests – arithmetic and reasoning [x2])
Expected mark is around 60% (out of 110); G.D. 85%
- Grammar, punctuation and spelling (2 tests)
Expected mark is around 55% (out of 70); G.D. 80%
- Reading comprehension (1 test)
Expected mark is around 55% (out of 50); G.D. 80%
- Writing (Teacher Assessed)



How does the assessment system used within school link to predicted outcomes in SATS?

Above - predicted 111-120

Secure - predicted 100-110

Developing - Predicted 80 to 99 Scaled Score

Emerging - predicted significantly below national age related expectations, therefore pupil may not be entered for SATs

Assessment and Reporting - Scaled Scores



What is meant by 'scaled scores'? Range of scores: 80 to 120

- Attaining 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- Using the scaled score, the lowest a child can score is 80, with the highest being 120.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

Each pupil receives:

- 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.



Pupils with specific needs

- Pupils with specific needs may need additional arrangements so they can take part in the KS2 tests.
- The school is able to consider support for pupils in accordance with guidelines issued by the Standards and Testing Agency - Access arrangements.
- Access arrangements are primarily based on normal classroom practice, so we should already be aware of any specific needs.
- Support can include the following: readers, prompters, testing in a different room, rest breaks and extra time.
- Access arrangements should neither advantage nor disadvantage a pupil.

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.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) 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).
- Make sure your child has a good sleep and healthy breakfast every morning!





Further sources of information and questions

TGMS website:

KS2 SATs Information for Parents

Home >> Families >> KS2 SATs Information for Parents

English SATs Revision

Home >> Children >> Pupil Resources >> English SATs Revision

Maths SATs revision

Home >> Children >> Pupil Resources >> Maths SATs revision

Google Classroom: Lots of resources have been placed on there.

BBC Bitesize: <https://www.bbc.co.uk/bitesize/articles/zrybvk7>

Past SATs papers:

<https://www.satspapersguide.co.uk/ks2-year-6-sats/ks2-year-6-sats-papers/>

KS2 YEAR 6 SATS PAPERS

Easy, 100% free downloads for all KS2 Year 6 Past SATs Papers from 2000-2019 with no registration, no adverts and no junk emails. Simply click the links below to jump to the papers along with mark schemes and level thresholds. This is the best place to get free SATs Papers!

[English KS2 SATs Year 6 Standard SATs Papers](#)

[Maths KS2 SATs Year 6 Standard SATs Papers](#)

[SPaG KS2 SATs Year 6 Standard SATs Papers](#)

Assessment of writing

How do we assess writing?

It is a continuous process with formal assessment taking place periodically throughout the year.

We assess using published pieces of independent writing in the purple books which is completed following a sequence of teaching and editing.

Pieces of work from across the curriculum are also used e.g. history and science where extended writing has taken place.

We look to see where the children have demonstrated the key skills across a range of pieces.

The assessment framework is a secure fit.

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

Write effectively for a range of purposes and audiences...

Select vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately.

Greater depth writers “break the model.”

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 writing³ 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.[^]

...drawing independently on what they have read as models for their own writing.

...an assured and conscious control.

End of KS2 writing exemplification

Documents



[Teacher assessment exemplification: English writing - working towards the expected standard, Dani](#)

Ref: ISBN 978-1-78644-852-1, STA/18/8104/e
PDF, 2.13MB, 30 pages



[Teacher assessment exemplification: English writing - working at the expected standard](#)

Ref: ISBN 978-1-78644-850-7, STA/18/8102/e
PDF, 1.97MB, 44 pages



[Teacher assessment exemplification: English writing - working at the expected standard](#)

my eyes. The crashing waves pulling me down. I was conscious that I was drowning. Everything went quite quiet and still. And then the frothing blue water faded into black.

I woke up coughing and spluttering ~~out the~~ in a daze. My clothes were drenched. I wasn't just physically lost: I had no one – I had nothing. My first thought was my shells but only a few remained – scattered around in different pockets. As I looked up, I saw warm yellow light glowing from the cliff face. My curiosity got the better of me. I quickly scrambled to my feet and climbed up the cliff; it turned out there was a tunnel – strewn with little lanterns. Inside were two miners – one young and one a jolly with a bedraggled beard. They were very kind to me but something was still bothering me. Mother had told me that the tin mining business had been ~~set~~ shut down over a hundred years ago so what were they doing here? Were they dead?

A colon and a dash mark the boundaries between 3 short independent clauses. The 2 balanced clauses that follow the colon elaborate on the idea of physical loss expressed in the first clause, while their repetitive structure reinforces Cherry's sense of isolation.
[GP]

Appropriate choice of the passive verb alludes to the historic closure of the tin mine.
[GP]

Strictly Year 6

- SATs
- PGL Residential Visit
- Mini Enterprise
- Sports Carousel Morning
- Transition Workshops
- Leavers' Performance