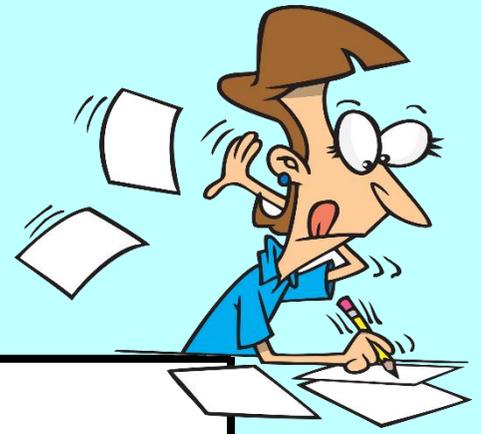
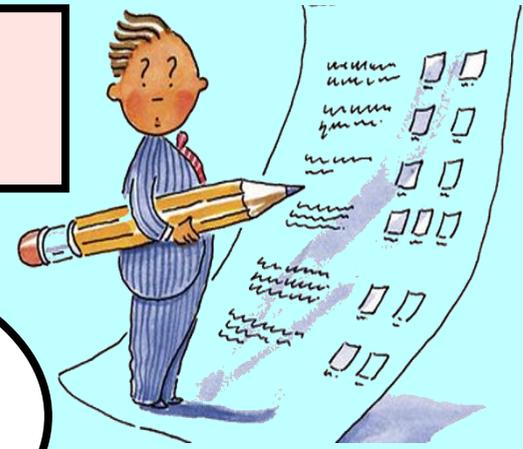


# KS2 SATs



- \* Find out how pupils are assessed in Year 6.
- \* Timetable for SATs and the format of the tests.
- \* How results are reported.
- \* What school is doing to prepare your child and what you can do to best support your child.

# How are pupils assessed in Year 6?



## Tests

**Week beginning 13th May 2019**

**Monday**- Grammar Punctuation and Spelling

**Tuesday**- Reading

**Wednesday** - Maths

**Thursday** - Maths

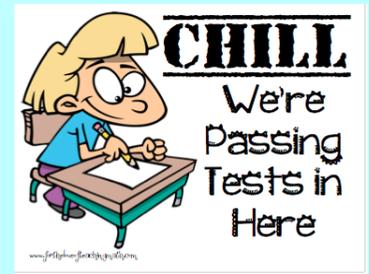
## Teacher Assessment

### **Writing and Science**

Teachers make judgements for each eligible pupil against the standards set out in the Teacher Assessment frameworks or the pre-key stage 2 standards.

Teachers use their knowledge of a pupil's work over time, taking into account their written, practical and oral classwork.

# During SATs Week



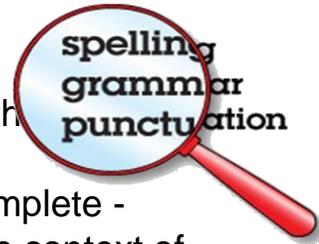
- \*Please ensure your child is in school every day of SATs week.
- \*It is vital that children are in school on time.
- \*Please do not book any appointments during this week.
- \*If your child is ill and won't be in school, please notify us as soon as you can.

# The Tests

## Grammar, Punctuation and Spelling:

\*Paper 1 - assesses knowledge of grammatical terms and understanding of the punctuation - 45 minutes to complete the test. (50 marks)

\*Paper 2 - spelling test consists of an answers booklet for the children to complete - approximately 15 minutes but it is not strictly timed. 20 words assessed in the context of sentences.  
(20 marks)



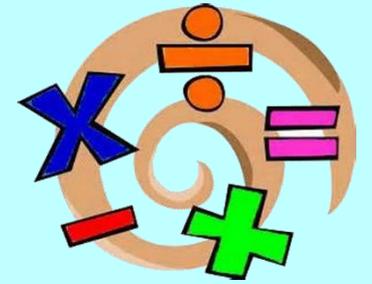
# The Tests



## Reading:

- \*Test consists of a reading booklet and separate answer booklet
- \*Pupils will have 3 texts to read and answer questions in 1 hour.
- \*Children will read at their own pace
- \*There will be a mixture of genres of text - the least demanding first and the following texts increase in difficulty.
- \*They can attempt the test as they choose - read a text then answer.
- \*Paper is worth 50 marks.

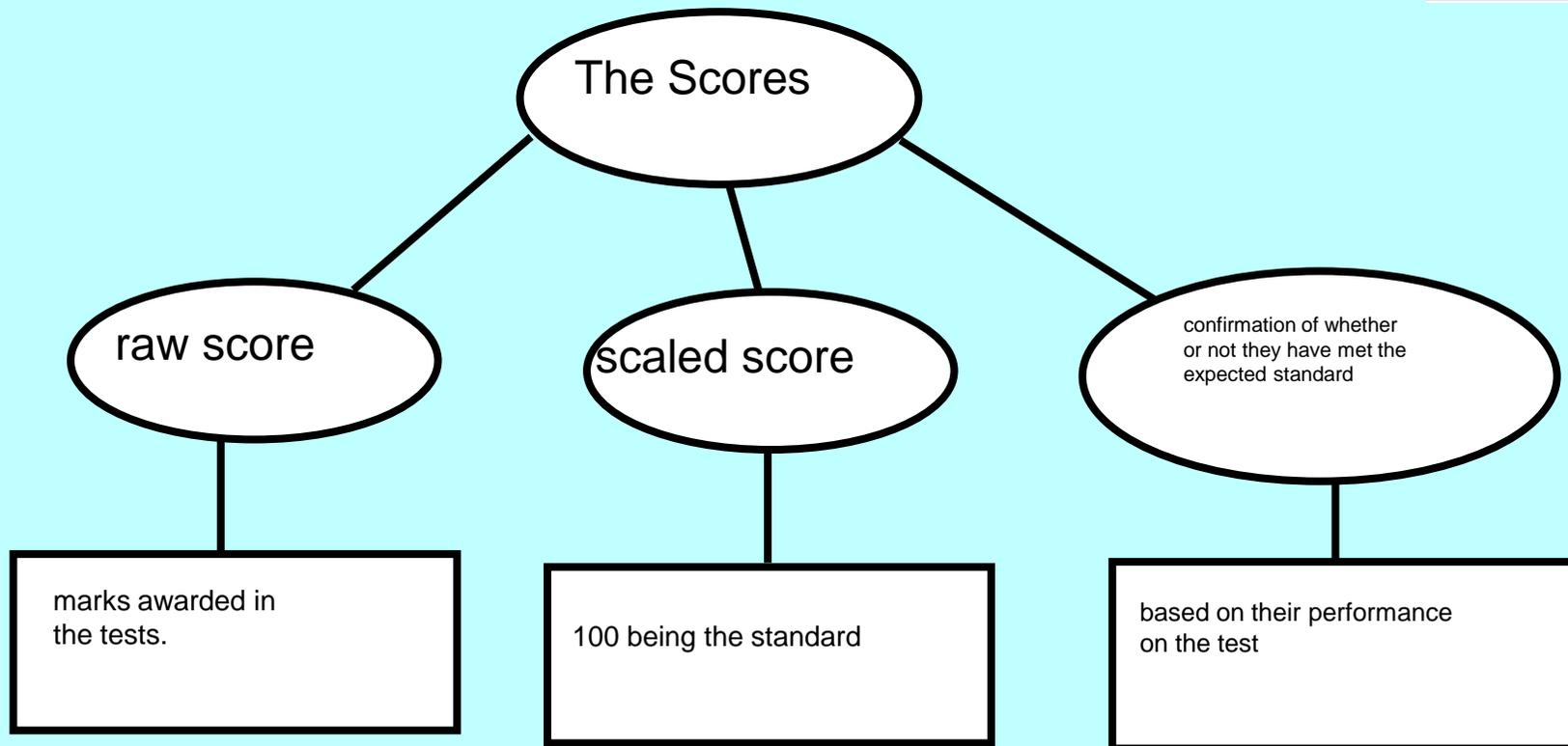
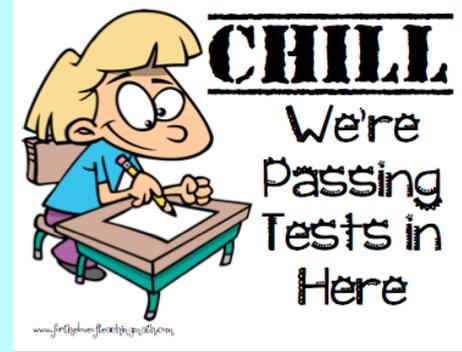
# The Tests



## Maths:

- \*Paper 1 - Arithmetic based - 30 mins to complete 36 questions.(40 marks)
- \*Paper 2 and 3 - Reasoning based - 40 mins each (35 marks per paper)

# The Tests



### Writing:

\*This is purely based on teacher's assessment of a range of pieces of writing the children produce in class



### Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

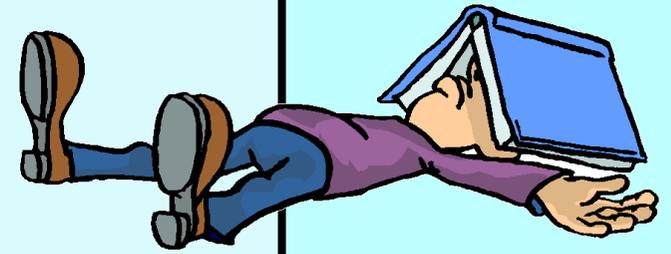
- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs
- 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.

"Lauren, I have <sup>just</sup> 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~~ <sup>her</sup> ~~lolly~~ - looking passports in her bag. Immediately, Lauren put on her brand new winter boots and her waterproof car coat. As soon as all the bags were packed they ran extremely fast to where Lauren's mum's ~~Bill~~ <sup>Bill</sup> 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 picking 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 ~~very~~ <sup>very</sup> painful frost bite. What must she do now to get rid of the frost bite? She thought to herself, but gradually it melted from the warm heat of her boot.

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~~ <sup>slowly</sup> occurred right in front of her. There was no way of escaping the disastrous snow storm because it ~~was~~ <sup>was</sup> only ploughing ~~what~~ <sup>what</sup> in front of it (which was Lauren).

What are we doing to help prepare your child?



- \*Smaller group teaching in maths.
- \*Clear feedback on how pupils can improve.
- \*Including SATs style questions into lessons.
- \*Practising past papers and clarifying common errors and misconceptions.
- \*Booster groups in reading and maths.
- \*Revision guides given and additional homework set on My Maths.

How can you help?



- \*Encourage your child to use their revision guide and do the additional tasks set on My Maths
- \*Keep communicating with school e.g. any worries, trouble sleeping etc.
- \*Ensure your child is getting enough sleep away from screens!

Any questions?

