

Year 6 Assessment Information Summary

Timetable for SATs week (13th May):

Monday	Tuesday	Wednesday	Thursday
English grammar, punctuation and spelling Papers 1 (short answers) Paper 2 (spelling)	English Reading	Mathematics paper 1 (Arithmetic) Mathematics paper 2 (Reasoning)	Mathematics paper 3 (Reasoning)

The timetable for the rest of the week will involve plenty of active lessons, e.g., PE, so please make sure your child's PE kit is in school.

What to expect during the week

Your child will go to their normal classroom for registration.

The room will be set up, ready for the tests a couple of weeks before they commence:

- Tables separated
- Displays covered
- Bookcases covered

School will provide everything your child needs, although they can bring their own equipment if they prefer in a clear case/bag. Water bottles may be placed beneath the desk, with any words covered.

What if my child has additional needs?

A small number of pupils with Special Educational Needs may need additional arrangements so they can take part in the KS2 tests.

Some SEN are entitled to a reader, prompter or scribe, or even an additional 25% extra time. We have strict guidelines though on what can be applied for and why, and Mrs Brazell will contact parents of pupils individually to discuss this.

What if my child is ill?

- Children who miss a test will sit the test as soon as they return to school.
- If a child is ill during the test, the test will be stopped and restarted to ensure the other children have the amount of time they need to complete it.

Home-learning preparation

Practise booklets will go home as part of home learning in the Spring term for children to practise a couple of questions each night. Encourage your child to highlight any questions they find tricky to go over in class with their teacher.

Secondary schools have commented on this approach from Binfield as being good preparation for home-learning during the teenage years!

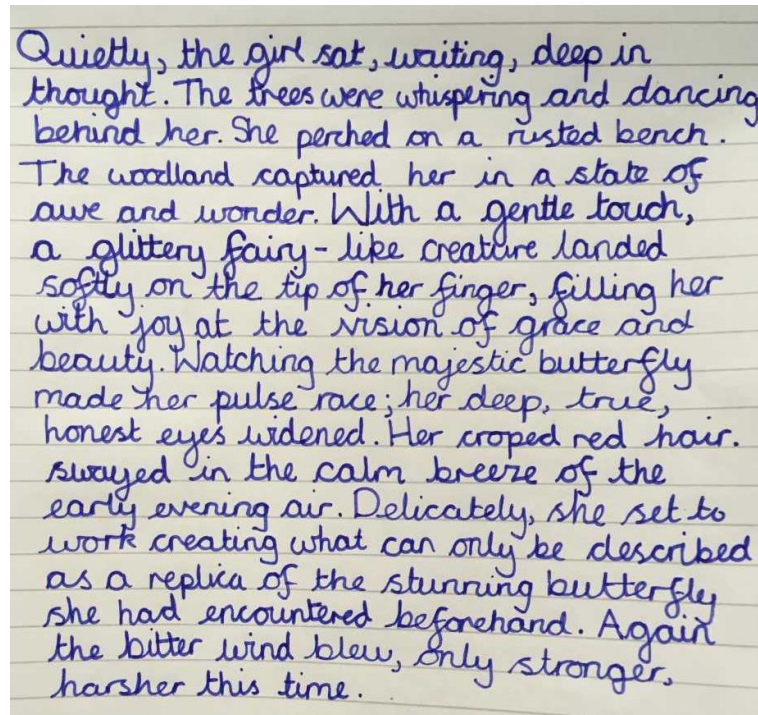
Writing

Children will be given a teacher assessment for their writing, which will be one of the following categories:

- Working below the expected standard;
- Working at the expected standard;
- Working at greater depth within the expected standard.

In order to make this assessment the following areas will be taken into account:

- Handwriting – needs to be clear, neat and joined. See example below:



- Spelling within writing – most words spelled correctly, including Year 5 and 6 spelling words
- Grammar and punctuation within writing – basic punctuation needs to be accurate with some evidence of more advanced punctuation being used
- Engagement of the reader – ambitious, appropriate vocabulary being used, variety of sentence structures and attempts at creating atmosphere and suspense
- Organisation of writing – paragraphs to separate writing, with clear openings and closings to pieces

In order for a child to be assessed as working at the expected standard overall, they need to be meeting the expected standard within each of the above areas of writing.

How to support your child with Writing

- Regular handwriting practise at home
- Regular practise of spellings of commonly used words, and particularly the Year 5 and 6 spelling list
- Ensuring anything a child writes for you at home is punctuated accurately with correct spellings and controlled handwriting – keep your expectations of them high.

Grammar, Punctuation and Spelling

For Grammar, Punctuation and Spelling, there are two tests:

- Short answers (approx. 50 questions in 45 minutes)
- Spelling

Short answers test

The short answers test is made up mostly of tick box, matching questions or one-word answers.

Children are expected to know and use grammatical terminology accurately. They are expected to use these skills in writing, but also within the Spelling, Punctuation and Grammar test. Spelling counts within the grammar test as well, for example, if they had to write a contraction of *shall not*, they would have to spell *shan't* correctly, as well as know the word.

When children are expected to write the whole sentence down, accurate punctuation is necessary to be awarded to mark.

At Binfield, we are helping children with this by giving them regular grammar lessons, where we focus on key vocabulary and revise aspects they would have learnt previously. We usually give children this practice in the same format in which the tests are presented, so children are familiar with the style and layout. As well as this, we integrate it into the English lessons.

The Year 6 grammar homework this year has been designed to help children practise the terminology they have learned in their lessons. Again, these tasks are usually laid out in the same format as the end of year tests.

For an example of the style of this test, or to try a similar test for yourself, visit <https://sats2017.uk/quiz-would-you-pass-sats-english-grammar/>

Spelling Test

For the spelling test, the teacher reads out a passage and the child fills in the gaps.

For this, children are expected to apply their knowledge of spelling patterns, for example, words ending in – cious, -sion, -ly, -ure. These patterns are the same patterns that children are working on in class. At Binfield, we use Read Write Inc Spelling to learn and practise our spellings regularly. As well as the spelling patterns, the government have published a list of words which they expect children at junior school to learn. There is one for Years 3 and 4, and one for Years 5 and 6. Some of these words may appear in the SATs test.

Year 5 and 6 word list:

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (-ped, -ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

Maths

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice ...
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language ...
- can solve problems by applying their mathematics to a variety of routine and non-routine problems ...

Source: Department of Education 2014, *National curriculum in England: mathematics programmes of study*.

During the KS2 maths assessments, pupils will be tested on a range of core skills, including:

- knowing all times tables and using them to divide and multiply
- using a protractor to measure angles
- calculating the perimeter and area of shapes
- knowledge of 2d and 3d shape properties
- solving problems by collecting and using information in tables, graphs and charts
- solving problems involving ratio and proportion
- calculating using written methods
- fractions, decimals, percentages
- Measure of length, weight, volume and time

Children will sit three papers in maths:

Paper 1: Arithmetic, 30 minutes

Papers 2 and 3: Reasoning, 40 minutes per paper

The old timed mental maths test has gone, however the speed and accuracy of calculation is still crucial to attain marks in the 3 maths papers.

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including using formal written methods.

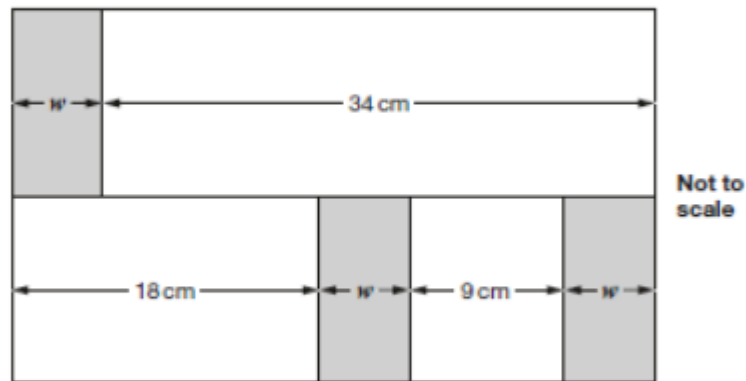
- Pupils will have 30 minutes to answer approximately 35 questions.
- Speed and accuracy are key.
- Pupils will need to assess whether a mental or a written method is appropriate.
- For two-mark questions, an incorrect answer may be awarded a mark if sufficient correct working out is evident.

Papers 2 and 3 will involve a number of question types, which may include:

- Multiple choice
- True or false
- Fixed answer questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart.
- Multiple answer questions, where children will have to explain their approach for solving a problem.

22

In this diagram, the shaded rectangles are all of equal width (w).



Calculate the width (w) of one shaded rectangle.

Helpful test techniques

- Highlighting key words
- Numbering questions in the order they will be tackled
- Asking for questions to be read to them
- Asking to read out questions aloud

What can you do to help?

- Quick mental facts - doubling and halving, adjusting for mental addition and subtraction. Learn all the time tables up to 12×12
- Learn all the division facts up to 12×12
- Practise formal methods of addition, subtraction, multiplication and division
- Answer questions in their SATS practice books - these are similar to the reasoning paper
- Times Tables Rockstars <https://trockstars.com/>
- Maths games from Year 6 Maths Games sheet

Reading

The KS2 Reading paper contains three different texts and sets of questions. One hour to complete, 50 marks in total.

Skills tested:

- 2a give/explain the meaning of words in context
- 2b retrieve and record information/identify key details from fiction and non-fiction
- 2c summarise main ideas from more than one paragraph
- 2d make inferences from the text/explain and justify inferences with evidence from the text
- 2e predict what might happen from details stated and implied
- 2f identify/explain how information/narrative content is related and contributes to meaning as a whole
- 2g identify/explain how meaning is enhanced through choice of words and phrases
- 2h make comparisons within the text

Types of questions:

- Multiple choice
- Ranking/ordering
- Matching
- Labelling
- Find and copy
- Short response
- Extended response

In school, throughout the year, we assess other skills too, such as fluency and expression, range of books read, and whether they can work out the meaning of unknown words based on context, etc.

In school:

- We are reading and encouraging the children to read a range of texts.
- We are practising SATs-style questions.
- Additional groups (Reading club, working with Mrs. Weston, pre-teaching etc.)

At home:

- Encourage their reading.
- Hear them read aloud.
- Ask them to summarise what has happened.
- Encourage them to visualise the action.
- Ask them to explain words or phrases, using the context to help.
- Ask them why the author might have used that word or phrase and not a different one.
- Help them use their reading records effectively.
- Build up reading stamina.
- Praise them.

Our Top Tips

- ❖ Tip 1: Remember your child's education is a partnership. Come in and meet with Mrs MacKrell or Mr Sutton as they will know your child's strengths and weaknesses, and ask them how you can help (Parents' Evening is a great opportunity for this – 12th and 14th March - or our Year 6 drop-ins on 23rd and 24th January).
- ❖ Tip 2: Support your child with ensuring they complete their home learning. If your child is stuck on any questions, encourage them to star/highlight it, and approach their teacher the following day for some help.
- ❖ Tip 3: Support your child with home learning tasks and daily reading and times tables. Try drawing or acting out answers of difficult concepts.
- ❖ Tip 4: Encourage your child to work to speed. Try timed recall of time tables in the car/journey to school. Set mini challenges for example – 'can you find the word on the page that means 'dangerous'? You have 1 minute - go!' 'What is 10% of £150? You have 10 seconds - go!'
- ❖ Tip 5: Make sure your child is aware that getting stuck in their SATs home-learning is not a problem. Move on and give them another challenge and come back to the hard ones at the end and/or go through it together.
- ❖ Tip 6: Encourage your child to believe in themselves - 'You can do it!'
- ❖ Tip 7: Remind your child that the tests are important, but that they are not the only way they are to be measured. We don't want children feeling panicked or worried; we want them to be prepared and feel confident.