

A bit of fun...

Underline the **relative clause** in the sentence below.

The old house that is next to our school is for sale.

1 mark

Miss Mills is making jam to sell at the school fair.

Strawberries cost £7.50 per kg.

Sugar costs 79p per kg.

10 glass jars cost £6.90

She uses 12kg of strawberries and 10 kg of sugar to make 20 jars full of jam.

Calculate the total cost to make 20 jars full of jam.

Year 6

Assessment Information Evening

Monday 8th May – Thursday 11th May 2017

Year 6 Key Stage 2 Tests

- SATs, or Standard Assessment Tests, are the name for National Curriculum Tests.
- They are statutory end of Key Stage tests designed for all pupils working at the standard of the National Curriculum.
- They are taken in Maths, Reading and GPS (grammar, punctuation and spelling)
- Papers are sent away for independent marking and returned to the school. The staff check the papers for accuracy of marking and tallying the marks as mistakes have been found in the past.

Summary of Assessments

Subject	English Reading	English Writing	English GPS	Mathematics	Science
Teacher Assessment	✓	✓		✓	✓
Test	✓		✓	✓	

Test Results

Each pupil sitting the tests will receive:

- A raw score – the total number of marks scored in the test
- A scaled score – based on the raw score converted after the test (conversion not yet established).
This is to ensure consistency year on year
- 100 = national expected standard
- Confirmation of whether or not they have attained the national standard

Teacher Assessment

KS2 writing standards

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

KS2 reading, mathematics and science standards:

- Has not met the expected standard
- Working at the expected standard

Pre-KS2 Teacher Assessment Judgements

For children who are above P scales but not at “Working towards”.

Must be based on the standards from the “**Pre-KS2: Pupils working below the test standard**”

KS2 reading, writing and mathematics:

- Foundations for the expected standard
- Early development of the expected standard
- Growing development of the expected standard.

A word of warning

- Teacher Assessments are no longer 'best fit'. To demonstrate that pupils have met a standard, teachers will need to have evidence that a pupil demonstrates all of the statements in that standard and all the statements in the preceding standards.
- The new assessments have had a very definite rise in expectations. A child now has to be able to do a lot more to be at the expected standard this year than they had do in previous years.
- There is no guidance in what raw scores will convert to. This will only be decided after the tests have been completed.

English Reading Test

- The test:
 - Reading booklet (Selection of 3 texts – 1500-2300 words – not related by theme)
 - Answer booklet (50 marks in 60 mins including reading time)
 - More challenging questions towards the end of the paper
- Marked externally
- Raw score (out of 50) converted to a scaled score
- Each pupil given an overall result indicating if they have met the required standard

English GPS (Grammar, Punctuation and Spelling) Test

- The test:
 - Paper 1 (Grammar and punctuation) Short answer questions. 50 marks in 45 minutes.
 - Paper 2 (Spelling test) 20 target words in contextualised sentences. 20 marks in approx. 15 minutes.
 - More challenging questions / words towards the end of the papers
- Marked externally
- Raw score (out of 70) converted to a scaled score
- Each pupil given an overall result indicating if they have met the required standard

Key Stage 2 – Content

Elements of the curriculum are grouped together into content areas. The * symbol indicates statutory terminology from the programmes of study for English, that pupils will need to know and understand. Paper 1 will cover areas from both KS1 and KS2. Areas from KS1 are indicated in brackets.

G1 Grammatical terms/ word classes	G2 Function of sentences	G3 Combining words, phrases and clauses	G4 Verb tenses and consistency
Nouns* (KS1) Verbs* (KS1) Adjectives* (KS1) Conjunctions* Pronouns* Possessive pronouns* Relative pronouns* Adverbs* Adverbials* Prepositions* Determiners* Subject and object*	Statements* (KS1) Questions*(KS1) Commands*(KS1) Exclamations*(KS1)	Sentences* (KS1) Clauses* Relative clauses* Noun phrases*(KS1) Co-ordinating conjunctions* (KS1) Subordinating conjunctions* (KS1) Subordinate clause*	Simple past* and simple present*(KS1) Verbs in the perfect form Modal verbs* Present and past progressive* (KS1) Tense consistency Subjunctive* verb forms Passive and active*
G5 Punctuation		G6 Vocabulary	G7 Standard English and formality
Capital letters* (KS1) Full stops* (KS1) Question marks* (KS1) Commas* in lists (KS1) Apostrophes* (KS1) Commas* to clarify meaning Commas* after fronted adverbials Hyphens	Inverted commas* Direct speech* Brackets* Dashes* Commas* to indicate parenthesis Colons* Semi-colons* Single dashes* Bullet points*	Synonyms and antonyms* Prefixes* Suffixes* Word families*	Standard English Formal and informal vocabulary Formal and informal structures The subjunctive*

Mathematics Test

- The test:
 - Paper 1 – Arithmetic (40 marks in 30 mins)
 - Paper 2 – Reasoning (35 marks in 40 mins)
 - Paper 3 – Reasoning (35 marks in 40 mins)
 - More challenging questions towards the end of the paper
 - No Level 6 paper
- Marked externally
- Raw score (out of 110) converted to a scaled score
- Each pupil given an overall result indicating if they have met the required standard

I can create an atmosphere in my stories

I can move the action forwards so my reader understands the story and enjoys my writing

I can describe the characters in an interesting way

I can use dialogue accurately

I can use paragraphs to organise my writing

I can choose vocabulary to match the text type

I can use a style to match the text type

I can use verbs in the passive form

I can use modal verbs

I can use coordinating conjunctions (and, but, or, yet, so - ABOYS)

I can use prepositions to add detail

I can use subordinate clauses before, in the middle of and after main clauses in sentences

I can use expanded noun phrases to add detail

My journey towards becoming a great writer...

I can use adverbs to add detail

I can use inverted commas mostly correctly

I have tried using semi-colons with some success

I can use commas mostly correctly

I can use commas, brackets and dashes for parenthesis mostly correctly

I have tried using dashes with some success

I have tried using colons with some success

I can use links (e.g. adverbials) within sentences and between sentences and paragraphs

I have tried using hyphens with some success

I can spell most words correctly

I can write in

I can use subordinating conjunctions (all other

How is SATs week organised?

- The tests are carried out in familiar surroundings with as much sensitivity as it is possible, mainly in the upper hall, although some children will work in classrooms or work areas around the school.
- The lead invigilator will be the Headteacher.
- Everything will be done to help your child feel at ease and to allow them to give their best.

SATs week timetable

Monday 8 May	<ul style="list-style-type: none">• English reading: reading booklet and associated answer booklet
Tuesday 9 May	<ul style="list-style-type: none">• English grammar, punctuation and spelling Paper 1: short answer questions• English grammar, punctuation and spelling Paper 2: spelling
Wednesday 10 May	<ul style="list-style-type: none">• Mathematics Paper 1: arithmetic• Mathematics Paper 2: reasoning
Thursday 11 May	<ul style="list-style-type: none">• Mathematics Paper 3: reasoning

Preparing your children

- Practice papers
- Ensuring curriculum coverage
- Consolidation and revision of key topics
- Revision packs
- Emotional support
- Mock SATs week (w/c 24th April)

How can you help?

SATs can be a worrying time for your child and can lead to nervousness as the tests approach. Good coping strategies include:

- Reassure them that they just have to try their best on the day.
- Allow them to choose a small favourite toy to take in for comfort.
- Keep an early and regular bedtime routine in the days leading up to and including the test week – no later than 8.30 pm!
- Ensure your child has breakfast every day, especially during the week of the tests. Research shows that children who miss breakfast perform worse in late morning.
- Provide some fruit as a snack for break time.
- Check your child can tell the time accurately so they will know how long there is to go in the test.

Questions

