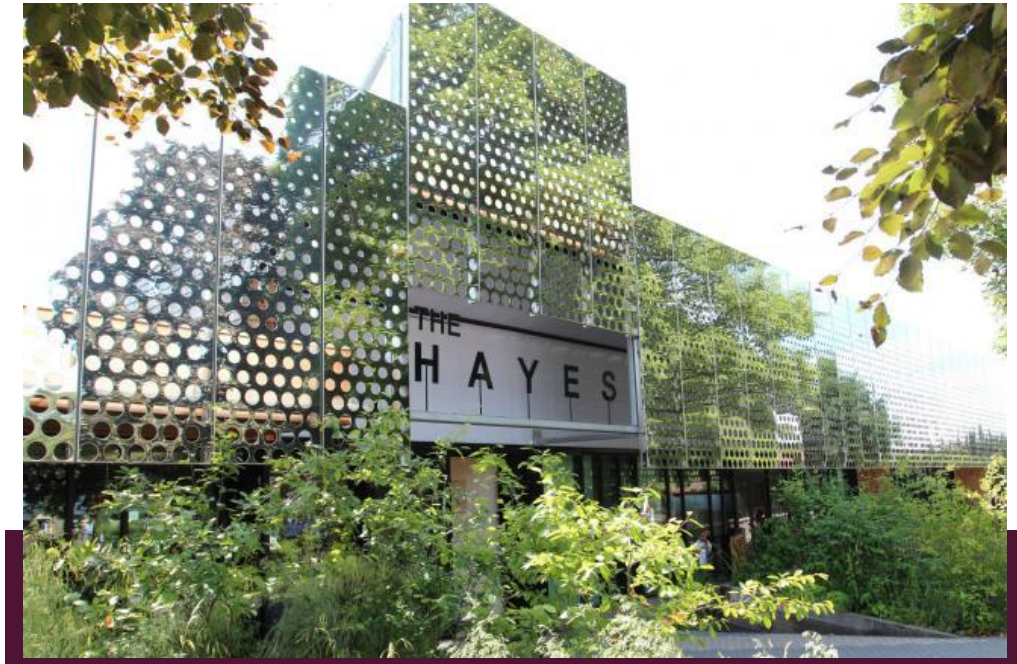


home school partnership

YEAR 6 PARENT WORKSHOP
KS2 SATS IN 2027

AIMS:

By the end of the session you will leave with a greater understanding of…

- when the SATs will take place
- what the year 6 SATs will involve
- the format of the test materials (what to expect)
- what it means to achieve the 'expected standard' by the end of KS2
- practical strategies to support children's learning at home
- how and when attainment results will be reported to parents

WHAT ARE SATS?

Standardised Assessment Tests

- They are statutory – not optional.
- All Year 6 children in the country take the same test on the same day.
- Attainment of all children in this group can be monitored and eventually progress from EYFS will be measured.
- Information is shared with Secondary Schools and used by the Government to assess the schools performance.

TEST TIMETABLE FOR MAY 2027

THE 2027 KS2 STATUTORY TESTS WILL TAKE PLACE FROM

MONDAY 10TH MAY TO THURSDAY 13TH MAY

PUPILS MUST TAKE THE TESTS ON THE FOLLOWING DAYS:

Monday 10th May	Tuesday 11th May	Wednesday 12th May	Thursday 13th May
English Grammar & Punctuation (45 minutes) Spelling Test (20 minutes)	**English** Reading test (1 hour)	**Maths** Paper 1: Arithmetic (30 minutes) Paper 2: Reasoning Paper (40 minutes)	**Maths** Paper 3: Reasoning (40 minutes)

WHAT IS ASSESSED IN ENGLISH?

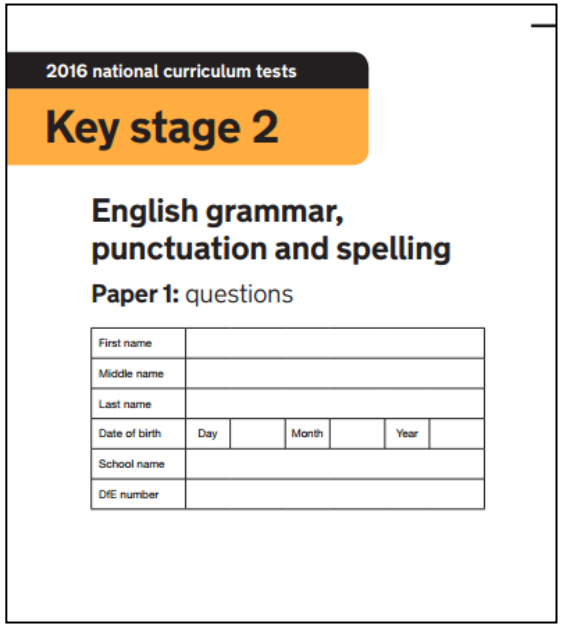
- EGPS (**E**nglish, **G**rammar, **P**unctuation and **S**pelling)
- Reading (comprehension)
- No formal test in writing but there is a teacher assessment submitted based on evidence collected throughout the course of the year.

GRAMMAR, PUNCTUATION & SPELLING TEST



English grammar, punctuation & spelling test is made up of 2 tests

- Paper 1 : Short answer questions
- Paper 2 : Spelling task

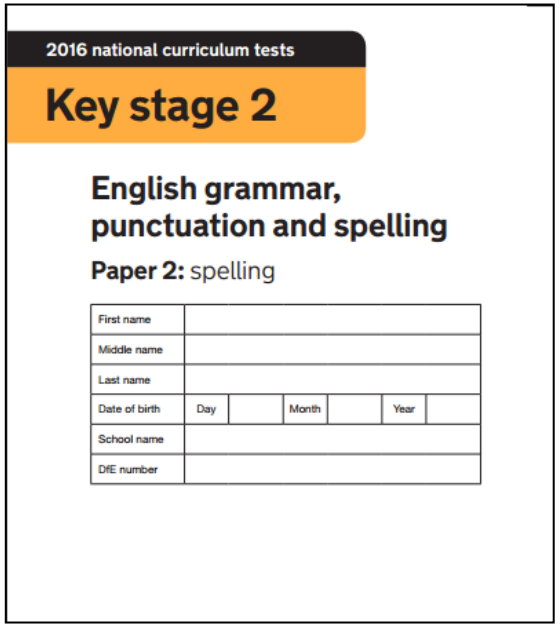

2016 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 1: questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						


2016 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 2: spelling

First name					
Middle name					
Last name					
Date of birth	Day		Month		Year	
School name					
DfE number					

EXAMPLE PUNCTUATION QUESTIONS

Tick the option that must end with a **question mark**.

Tick **one**.

What we ate for dinner was very unusual ☐

Can you guess what we ate for dinner ☐

Ask me what we ate for dinner ☐

I will tell you what we ate for dinner ☐

1 mark

a) What is the **name** of the punctuation marks on either side of the words <u>which was a spaniel</u> in the sentence below?

Jay's dog (which was a spaniel) loved to play with its squeaky bone.

_____

1 mark

b) What is the name of a **different** punctuation mark that could be used correctly in the same places?

_____

1 mark

EXAMPLE OF GRAMMAR QUESTIONS

Use the information in the box to complete the sentence below with a **relative clause**.
Remember to punctuate your answer correctly.

My grandma, _____, went on holiday to Spain.

My grandma loves travelling.

Circle the correct **verb form** in each underlined pair to complete the passage below.

William Shakespeare, the famous writer, is / was born in Stratford-upon-Avon in 1564 and later will move / moved to London where he will become / became an actor. Even today, Shakespeare's plays are performed / performed around the world.

EXAMPLE GRAMMAR QUESTIONS

36 Complete the passage with **adjectives** derived from the nouns in brackets. One has been done for you.

Tia hopes to become a **famous** [fame] sportswoman.

Her _____ [athlete] achievements already include winning

races in her home town. She hopes to win _____ [nation]

competitions one day.

1 mark

What is the **word class** of each underlined word?

Josef has <u>beautiful</u> writing. _____

Josef writes <u>beautifully</u>. _____

EXAMPLE OF SPELLING TEST

Spelling task

1. We sat at the table to eat our _____
2. The ducklings walked in a line, _____ their mother.
3. Ali drew a _____ of his garden.
4. The _____ noise made me jump.
5. Pria turned on the _____ and watched her favourite cartoon.
6. Sarah went to the library to get some more _____
7. The joke made everyone _____
8. The plants _____ lots of butterflies.
9. The _____ showed us around the museum.
10. The team _____ when they won the match.
11. A leopard's spots look quite _____ from those on a cheetah.
12. The dog's _____ was in the garden.
13. There is a competition to _____ a new school playground.
14. Imran _____ the ball.
15. Nina made a lot of _____ at her new school.
16. It was _____ that Alisha was going to win the race.
17. The new toys are very _____.
18. Jack wrote the _____ in his best handwriting.
19. When the _____ reaches 100 degrees, the water will boil.
20. The kitten got into its basket and _____ fell asleep.

END OF TASK

WRITING ASSESSMENT

The children will not complete a writing SATs test.

Teacher **assessments** in writing provide a rounded judgement that is based on our knowledge of how your child has performed over time and in a variety of contexts.

The judgements are made throughout the course of the year against a set of criteria known as the KS2 teacher assessment frameworks. These provide a bullet pointed list of what the expected standard looks like for the end of Year 6.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740345/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_2_WEBHO.pdf

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.[1]

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[1] At this standard, there is no specific requirement for a pupil's handwriting to be joined.

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]

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 writing[3] 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.^

[There are no additional statements for spelling or handwriting]

2022 national curriculum tests

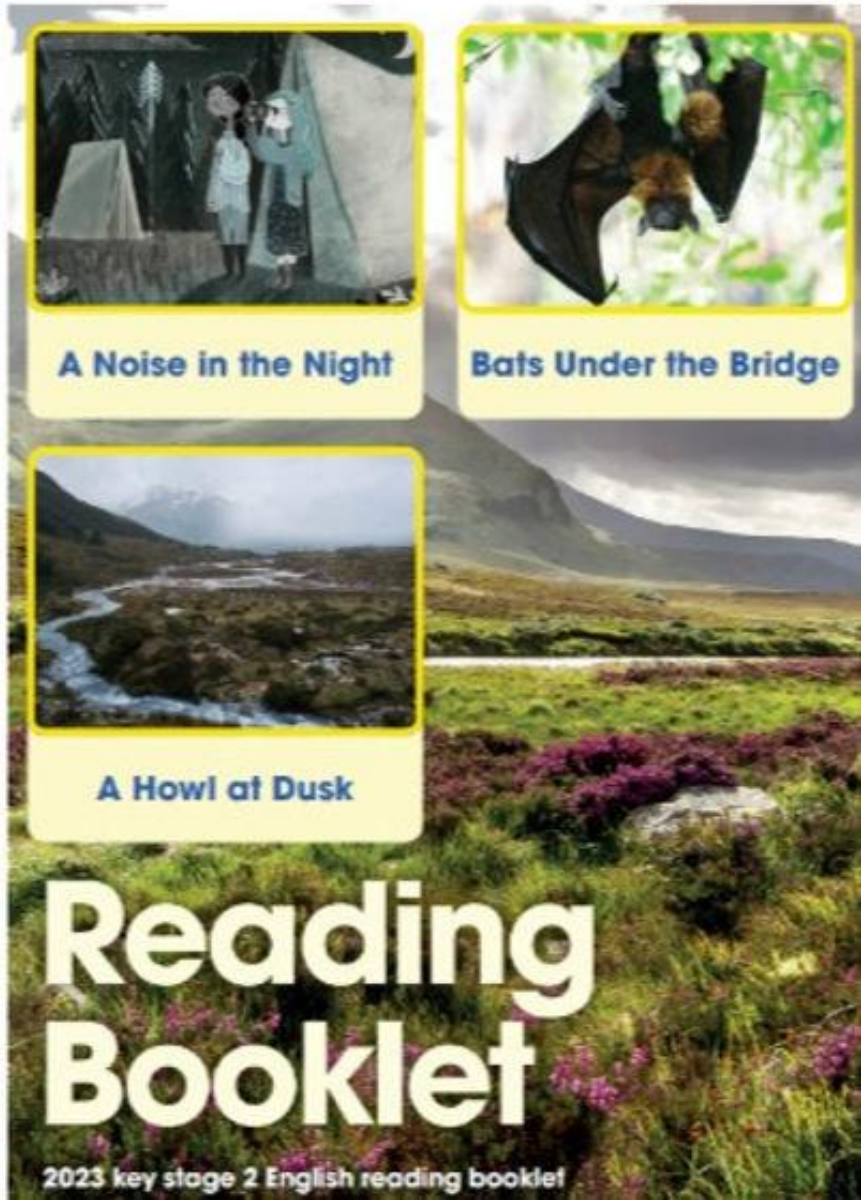
Key stage 2

English reading

Reading answer booklet

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk
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READING TEST

- A focus on comprehension and understanding vocabulary.
- 3 or 4 unrelated texts of increasing difficulty
- Mixture of text types – stories, diary entries, reports, poems…
- 1 hour (for reading the texts and answering the questions)
- 50 marks
- Children will be expected to:
  - retrieve information (sometimes from a variety of sentences for an answer)
  - infer meaning from a paragraph or from the texts as a whole
  - Summarise, compare and give an opinion
  - Explain why the author uses particular words and phrases
  - Know the meaning of words or predict them using their prefix knowledge

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

KS2 READING TEST – EXTRACT FROM 'GIANTS'

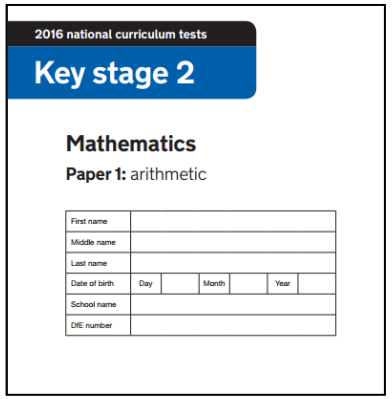
And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,

21 Explain **two** things that the words *emerald scrap* suggest about the frog.

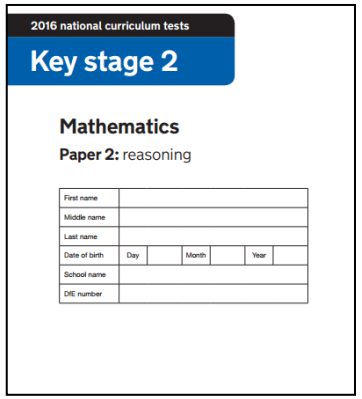
2 marks

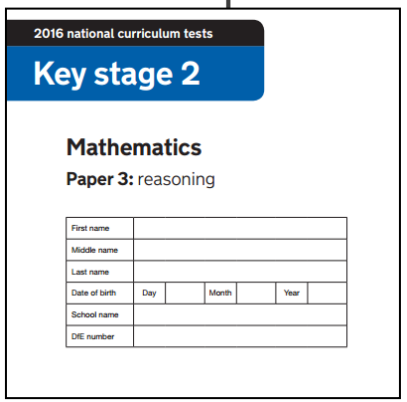
MATHS TESTS

- Arithmetic paper
- 40 marks in 30 minutes
- Questions will include:
  - Addition/subtraction (1 mark each)
  - Complex calculations with fractions (1 mark each)
  - Long division and multiplication (2 marks each)



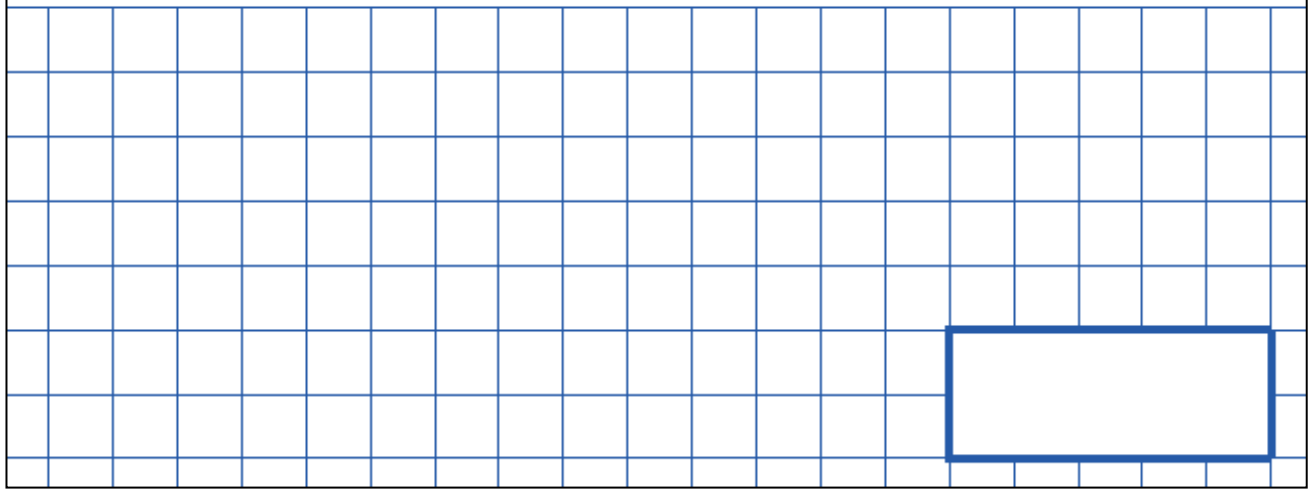
- Two reasoning papers, each paper:
- 35 marks available
- 40 minutes.
- Problems will include:
  - Geometry (shape)
  - Algebra
  - Measures
  - All four operations

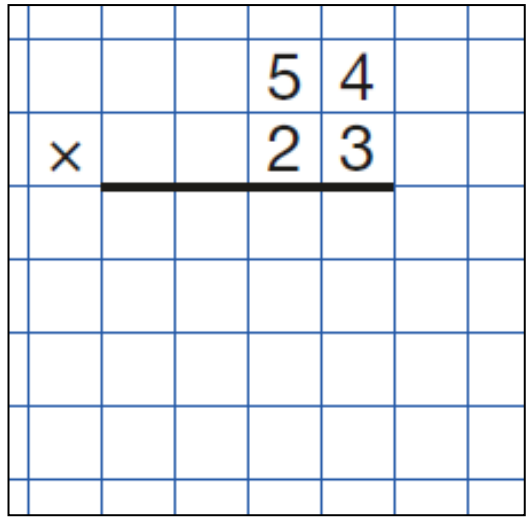




EXAMPLE ARITHMETIC QUESTIONS

1,034 + 586 =





20% of 1,500 =

12 – 6.01 =

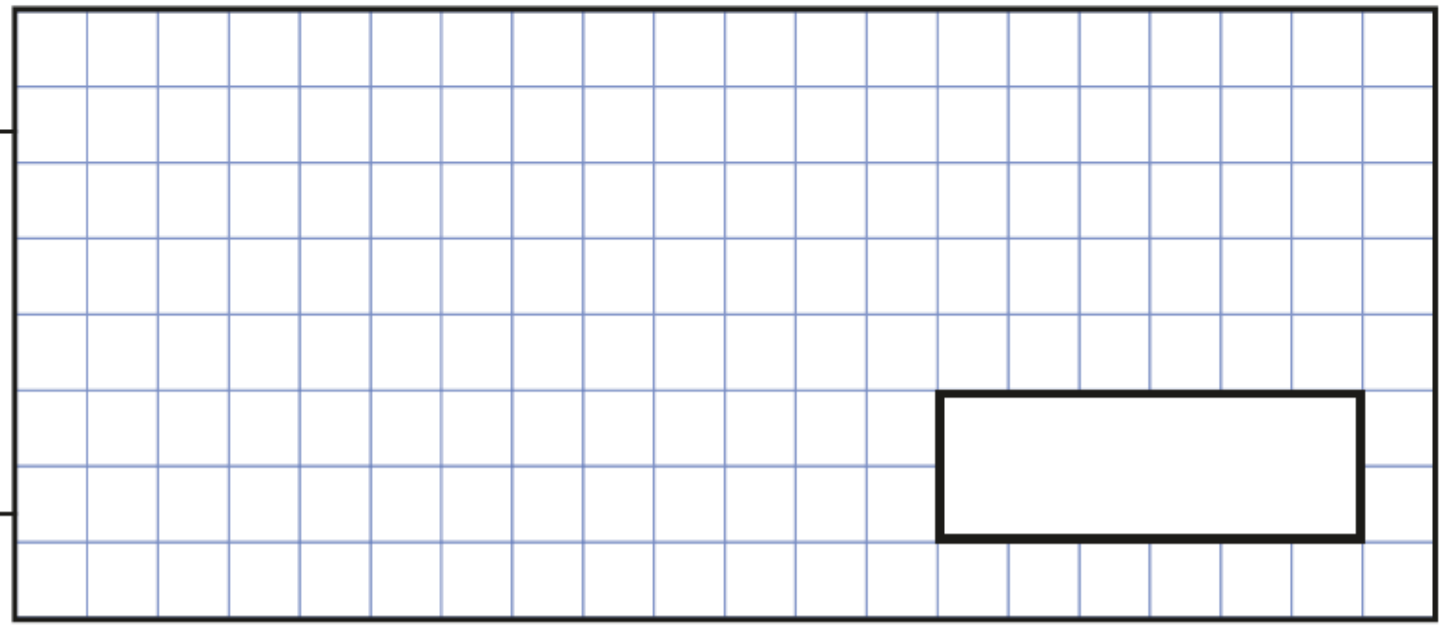
EXAMPLE REASONING QUESTIONS

2 A pack of paper has 150 sheets.

4 children each take 7 sheets.

How many sheets of paper are left in the packet?

Show your method



2 marks

6 Stefan's watch shows five minutes past nine.

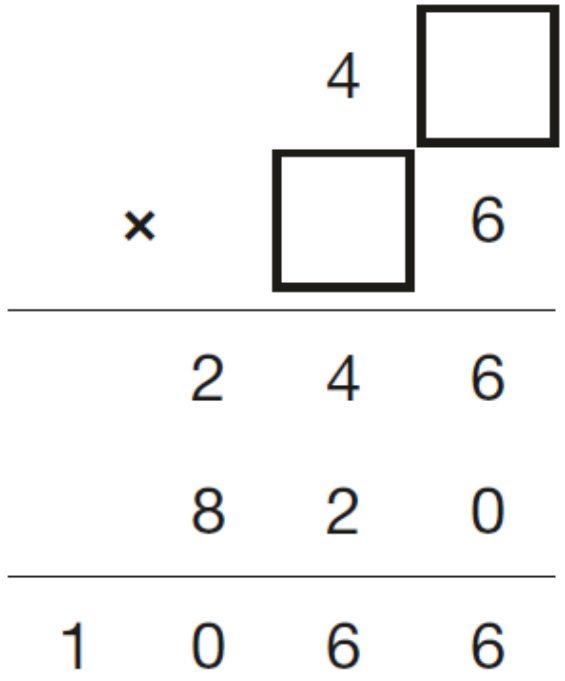
The watch is twelve minutes fast.



What is the correct time?

1 mark

10 Write the two missing digits to make this **long multiplication** correct.

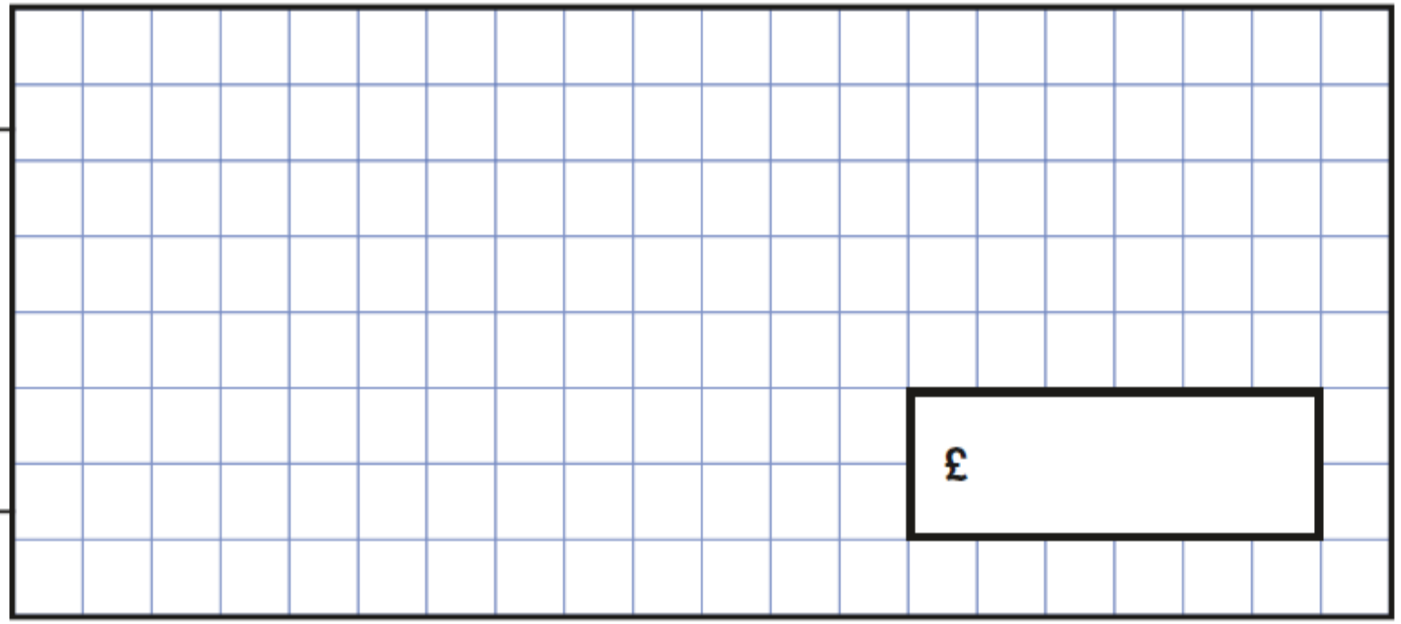


2 marks

19 **One gram** of gold costs £32.94

What is the cost of **half a kilogram** of gold?

Show your method



2 marks

SCIENCE



- Teacher assessment considers:
  - Working scientifically
  - Knowledge of the national curriculum.
- In-school moderation

Outcomes: EXS or HNM

(expected standard or has not met- no GDS for Science)

ACCESS ARANGEMENTS

Some children with significant SEND will be exempt from sitting SATs as detailed in government criteria. If this is the case, you will be informed before hand. IF this is the case, your child will not be expected to do the tests but a teacher assessment judgement will still be submitted.

Some children will qualify for further access arrangements such as additional time, a reader, a scribe, a prompter for example. Evidence of 'normal classroom practice' is required. Strict criteria from DfE- 7 questions to be answered and depending on responses, access arrangements may be granted.

STA criteria – exceptional circumstances- discretionary marks e.g. bereavement of close family member in the week of exams etc. Talk to the school.

EXAMPLE READING CONVERSION TABLE

SCALED SCORE OF 100 = EXPECTED STANDARD. SCALED SCORE 110 = GDS

English reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	82
5	83
6	85
7	86
8	87
9	88
10	89
11	90
12	91
13	92
14	93
15	94
16	95

English reading	
Raw score	Scaled score
17	96
18	97
19	98
20	99
21	100
22	100
23	101
24	102
25	103
26	104
27	104
28	105
29	106
30	107
31	108
32	109
33	109

English reading	
Raw score	Scaled score
34	110
35	111
36	112
37	113
38	114
39	115
40	116
41	117
42	118
43	119
44	120
45	120
46	120
47	120
48	120
49	120
50	120

In this example a child would have had to answer 21 out of 50 questions correctly to be awarded a scaled score of 100 (EXS).
A child scoring 34 out of 50 would be awarded a scaled score of 110 (GDS).

HOW WILL RESULTS BE REPORTED TO PARENTS?

In your end of year report you will receive:

- A teacher assessment judgement (based on the assessment frameworks) **WTS** (Working Towards the expected Standard) **EXS** (Expected Standard) **GDS** (Working at Greater Depth)
- A scaled score (a raw score is converted to a scaled score)
- National Standard is '100' but the raw score that equates to 100 might be different each year. The scores range from 80-120. Usually (but this could change), a child would be working at the higher standard (Greater Depth) would score >110
- Confirmation of attainment of the national standard or not



Test Frameworks

https://www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks

Sample Test Materials

National curriculum assessments: past test materials - GOV.UK

Teacher Assessment

Teacher assessment frameworks at the end of key stage 2 - GOV.UK (www.gov.uk)

WHAT CAN I DO TO HELP?



- Read, read, read!!! Build Reading stamina! Concentration on sustained reading- high quality texts including poetry.
- Vocabulary development
- Use correct terminology when supporting your children's learning
- Arithmetic – timetables, rapid recall
- CGP practice materials available (optional)
- SATs paper walkthroughs on You tube (top dog tutoring)
- LBQ – logins will be sent home before half term.
- If offered a booster, please take it!



Any Questions?