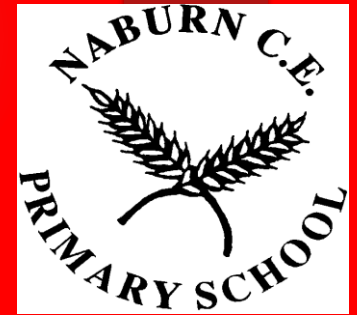


Naburn CE Primary School Parents' Y6 Assessment Meeting 2021 16.12.21

Aims of the session

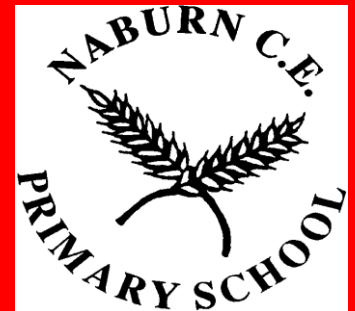


- To share important information about KS2 assessment, including SATs
- To answer any questions about KS2 SATs
- Discuss / share ideas about how you as a parent can help your child at home

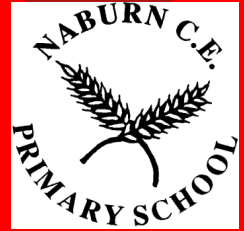
How are the children assessed?

There are two ways, both of which are reported to parents:

- Formal testing (SATs)
- Teacher Assessed judgements



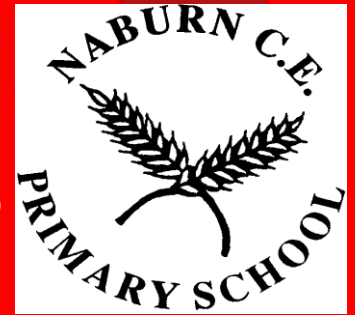
What are KS2 SATs?



Statutory Assessment Tests

- All Y6 pupils have to sit tests before they go to secondary school
- They provide assessment information – for the primary and secondary schools and parents
- In doing so, they assign a national standard to the assessment information passed on by a primary school
- These tests reflect the 2014 curriculum and associated standards – new in 2016 (4th year)

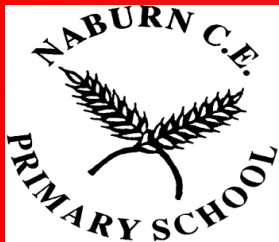
What does Teacher Assessment involve?



- Teacher assessment draws together everything the teacher, or teachers, know about a child, including observations, marked work and school assessments.
- It is especially important for writing **as there is no test for this aspect** – this is based on teacher assessment alone. Samples are checked across schools to ensure the national standards are applied.

What information will be reported to parents now NC levels have been scrapped?

- From the assessments, your child gains a **raw score** (the actual number of marks they got in an assessment) which is then converted into a **scaled score**. A scaled score of **100** is used to show the National Expected Standard. A score above 100 indicates a child achieved above the EXS; a scaled score below 100 indicates they achieved below the EXS. This scaled score is reported.
- A Teacher Assessed judgement according to given criteria.
- N.B. A child can achieve a scaled score below 100 and still be Teacher Assessed as being at the Expected Standard.



KS2 Result – Scaled Score

110+

Higher Standard

101 – 109

Above Expected
Standard

100

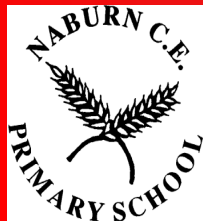
Expected Standard

99-80

Below Expected Standard

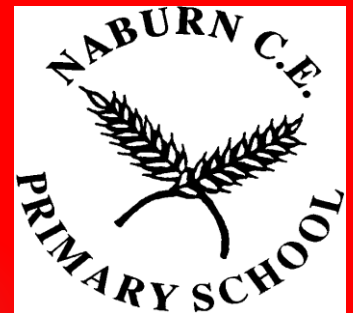


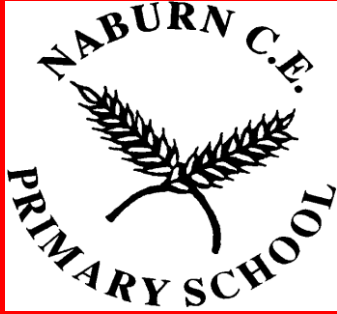
Subject	Teacher Assessment Bands	National Curriculum Test
Reading	<ul style="list-style-type: none"> Working at the expected standard 	Externally set, externally marked test
Writing	<ul style="list-style-type: none"> Working towards the expected standard Working at the expected standard Working at greater depth within the expected standard 	No writing test. There is a separate English grammar, punctuation and spelling test
Maths	<ul style="list-style-type: none"> Working at the expected standard 	Externally set, externally marked test (x3 papers; 1 arithmetic and 2 reasoning)
Science	<ul style="list-style-type: none"> Working at the expected standard 	Biennial sample tests



How is SATs week organised?

- A timetable is issued to school, telling us on which days tests must be administered.
- All children must sit the tests at the same time.
- Test papers are opened in front of the children at the appropriate time.
- Tests are completed in our school dining room and Year 6 Classrooms.





Year 6 SATs Week

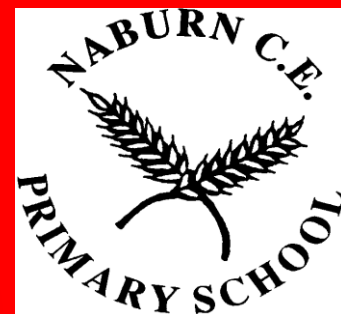
9th – 13th May 2022

Monday 9th May	Grammar and punctuation - 45 minutes Spelling test – no time limit
Tuesday 10th May	English reading test - 1 hour
Wednesday 11th May	Paper 1 Arithmetic – 30 minutes Paper 2 Reasoning – 40 minutes
Thursday 12th May	Paper 3 Reasoning – 40 minutes

During SATs week:



- Please ensure that your child is in school, **on time**, every day.
- Please don't book anything during this week e.g. doctor's appointments, unauthorised holidays etc.
- If your child is ill, let us know immediately.



English SATs: Reading Test



- 1 hour to read booklet and answer questions (50 marks)
- There will be 3 texts and sets of questions which are all different difficulty levels.
- There are a variety of different questions to be answered in different ways.



English SATs: Reading Test

There are 4 main types of questions on the reading paper:

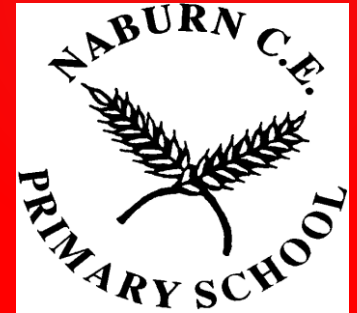
- **Literal** – answer is there in the text
- **Deductive** – look for clues
- **Inferential** – read between the lines
- **Authorial intent** – e.g. why does an author use a particular word



Sentence from: 'A Day in the English Countryside'

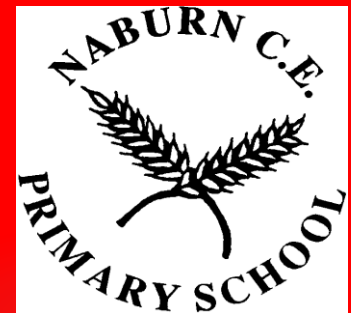
As the afternoon light started to fade, the cow stopped eating grass, stood instead with its head over the gate and gazed expectantly down the lane.

1. How light was it? (Literal)
2. What three things did the cow do? (Literal)
3. What time of day was it? (Deductive)
4. Where was the cow? (Deductive)
5. What do you think the cow was expecting? (Inferential)
6. What strategies does the writer use to give the reader so much information in a single sentence? (Authorial intent)



How can parents help with reading?

- Ensure your child reads every night!
- Encourage them to read fiction and non-fiction.
- Try to ask them questions about the text.
- Help them with the different skills of reading especially ‘skim’ reading where they are looking for key words in the text.



English SATs: Spelling, punctuation and grammar (SPaG)



- 45 minute test on grammar (50 marks)
- 20 spellings (20 marks)



Antonym

opposite words

- dark and light
- strong and weak

Word Families

group of words that can be built from the same root word

- friend, friendly, friendship

Singular & Plural Nouns

Singular nouns indicate there is one

- boat, house, cat

Plural nouns indicate there is more than one

- cat > cats

consonant + /s/ ends in sh, ch, x, z, s

- > add **es**
- church > churches

ends in consonant + y

- > change y to i, add **ies**
- baby > babies

ends vowel + y -> add **s**

- toy > toys

ends in f, fe -> change f to v, add **ies**

- leaf > leaves

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Prefix

add to the beginning of the word to make a new word

- trans- (means 'across', 'beyond') + form = transform

Synonym

words that mean the same

- dirty and unclean
- sad and unhappy

Homophones

words that sound the same, but don't mean the same thing

- to, too, two

Vowels

a, e, i, o, u
Consonants all other letters

Suffix

add to the end of the word to make a new word

- agree + -able (means 'capable of') = agreeable

Capital

uppercase letters

Phrases

group of words which doesn't have a verb, subject or both.

- The young man

Noun Phrases starts with noun

- The old city

Adjective Phrase starts with adjective

- happy at his results

Preposition Phrase starts with preposition

- under the weather

Relative clause type of subordinate clause that describes noun

- who, which, that
- She lives in Paris, which (relative pronoun) is the capital of France (relative clause).

Subordinate clause (for phrase) simple sentence which does not make sense on its own

- I was born in New York, which is where my parents live.

Speech

Indirect repeating what someone said; do not need to use speech marks

- Peter said he did not want to go to school.

Direct write down exactly what the person is saying; use inverted commas ("speech marks")

- "I don't want to go to school," said Peter.

Commas, Hyphens, Bullet Points

used to show pauses, make lists, and add extra bits of information in the middle of the sentences

Brackets, Ellipses, Dashes

ways of adding and removing extra information in a sentence

- I had a bowl of soup (I usually have rice) for dinner.

'Apostrophes

Possessive use apostrophe (') to show possession (one thing belongs to another)

- The bone of the dog -> the dog's bone

Omission use apostrophe (') to show you have omitted (left out) some letters in a word

- You have -> you've

Conjunctions

Co-ordinating conjunctions for, and, nor, but, or, yet, so (FANBOYS)

- He likes dogs and she likes cats.

Subordinating conjunctions when, if, that, because

- I do not like dogs because they are loud.

Connective word or phrase that links clauses or sentences

- also, besides, however

Subjunctive Forms

- if I were stronger, I would lift that box.

Types of Sentences

Simple has one clause

- Mrs Jones is a great teacher

Compound has 2 clauses linked together with a connective

- Mrs Jones is a great teacher and she is always helpful.

Complex has a main clause, connective and subordinate clause

- Mrs Jones, who is a great teacher, always has a smile on her face.

Semicolons, Colons

Semicolons used to divide complicated sentences

- It was very late; everyone was still not home.

Colons used at the start of lists; used in between clauses in a sentence

- Bring these things to the picnic: cutlery, plates, and food.

Conjunctions

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Subjunctive Forms

- if I were stronger, I would lift that box.

Present perfect form use have/has

- I have read 'The Three Little Pigs'.

Past perfect form use had

- He had left the room.

Present & Past Progressive

Present progressive

- She is reading the book.

Past progressive

- He was reading the book when I arrived.

Active & Passive Verbs

Active verb where the subject does the action

- The boy hugged the teddy bear. The boy does the action.

Passive verb where the subject of the sentence has the action done to it

- The teddy bear was hugged by the boy. The bear receives the action.

Present perfect form use have/has

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Simple Present

something which happens regularly

- I walk to school.

Simple Past

something that's finished

- I walked to school this morning.

Modal Verbs

verb used to show the level of possibility, indicate ability, show obligation, give permission

- will, may, must
- We will have a sandwich for lunch.
- You must take the test tomorrow.

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Active & Passive Verbs</

Spelling, punctuation and grammar (SPaG/ESPG)



- There are different ways to answer questions:



8

Tick the sentence that must end with a question mark.

Tick one.

Next week, I'll ask about joining the library

☐

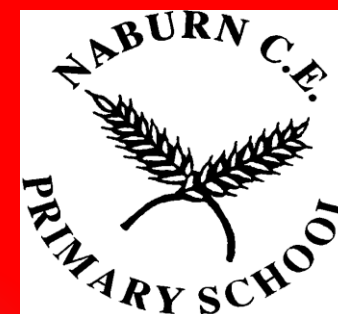
Please ask the librarian if you need any help

☐

I asked for a joke book, but there were none

☐

This is the book you asked for, isn't it

☐

18

Circle all the **conjunctions** in the sentences below.

Once Harry had checked the weather forecast, he set off on his walk.

Whilst climbing up the mountain, he was unaware of the dangers ahead.

He needed to turn back immediately since a storm was coming.

26

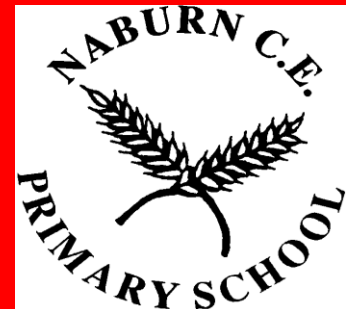
Circle all the words in the sentences below that should start with a **capital letter**.

henry tudor married his first wife, catherine, in june 1509. they married in london.

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.



Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

straight

45

Write a sentence that lists all the information given in the box below.
Remember to punctuate your answer correctly.

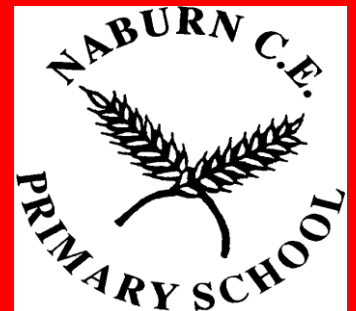
Milkshake ingredients

bananas

semi-skimmed milk

honey

marshmallows (for decoration)



Teacher Assessment of writing

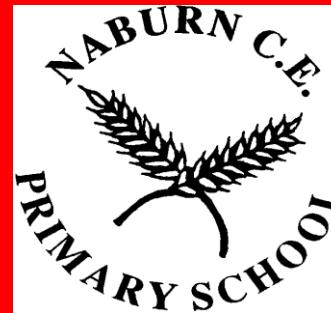
All statements **MUST** be demonstrated



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.

On the blue Sofire water was a colossal ship called the Titanic. It had distinctively 1st and 3rd class.

Wealthy people smiled at their beautiful and expensive accomodation while the poor threw their bags on their bunk bed all Squashed.

Once you look up you would see the gigantic, elegant towers touching the white clouds in the blue sky. While you look down on the floors and look on the walls and chairs you could see a sparkly clear reflection of yourself. It was so clean you could kiss the floor. Expensive clothes and jewellery (which were name brands) were brought to them by well spoken ladies and gentlemen strolling in the deck. The smartly dressed captain wore a blue blazer with golden buttons and blue trousers with a plain black and blue hat. His name was Captain Smith, he looked impecable!

On the other side there were the ones, who were not so lucky so they slept in ordinary bedrooms and they had their meals in the cantine. However they enjoyed themselves and had time to dream about their future in a new country.

Piece D: Description

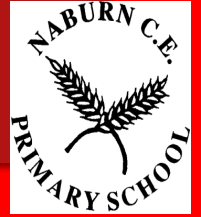
Immediately, I Smelt the goodness of ~~bread~~ ^{fresh} bread and Salty ~~fish~~ ^{Salt} fish as I walk ~~down~~ ^{down} the Kaos Street's. AS I rappidly rushed down the street, I hid Carefully so the police-man ~~do~~ did not See me & or ~~he don't~~ Send me back To the Work house and the Smcke.

Hardly out of breath, I ~~walking~~ walk ~~down~~ ^{down} the wet ~~path~~ ^{pathment} past the dog and hard the horses trotting across the brick ~~roads~~ ~~roads~~ ~~Path~~ ~~Path~~ ~~Path~~ and the noise of two women having a argument about something that I don't even X know about.

I feel really Scard because my mother isn't with me and nervous because some one ~~could~~ ^{or} ~~Snatch~~ ~~me~~ like the police could Snatch me and take me to there house or take me to g Jail till I get dder and let me out.

The Sight that I See are Shops, biludings, people and Structures like the Shard, the Big ben and the spear.

Teacher Assessment of writing



The Expected Standard can be achieved without handwriting demonstrated

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.



Long ago in a small village near an ancient Naga city, a young boy named Votan was in great danger. There was drought - a big draught that had been going on for several weeks. The crops and water were cutting short; citizens were becoming ill and were complaining of thirst and hunger. Determined to save his village, brave Votan decided to ~~save his village~~ visit the Stone temple in the centre of the village under cover of darkness to pray for help. "Oh Chai I plead for mercy," he whispered. "If it doesn't rain we will..." he gulped. "We will all starve and die."

The Most brutal ball game in history

Objectives

The objective of this old game was to work together to not drop the ball using your hip, knee, right elbow or arms (not hands) - some sources suggest that the feet ~~are~~ ^{were} not allowed - at the same time trying to hit the ball through a hoop. If the ball dropped or was placed through a small hoop 20 feet high on a sloped wall, the game would end. Various games went on for several days.

Consequences

In this treacherous sport they had consequences that were a matter of life and death. Sources suggest that the losing team were sacrificed to the gods and possibly the successful captain as it was said it was a free ticket to heaven. As a celebration the victorious participants were given a great feast.

A short horror story

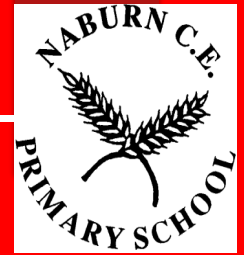
If only Jake had listened to Ben's warning, if only he had heeded the warnings they'd been given, if only he didn't take Kellic Atley. Then his story would be different, so different.

It was the same most evenings. Except this time an emergency assembly was called due to a murderer escaping from Black Forest Prison... "He is ~~a~~ known to be extremely dangerous... he has a hook instead of a hand," droned the teacher.

"Let's go quick," urged ~~the~~ Ben, "faster the better right."

"Yeah, we should," agreed Jake.

Teacher Assessment of writing



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.[^]



[There are no additional statements for spelling or handwriting]

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.

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.



Homo ergaster

This primitive creature started life 1.7 million years ago; there was a gradual climate change across the world where the weather became cooler and the 'humans' that was living had to adapt to the environment it was in.

These 'humans' lived on the ground, not in the trees like the creatures that lived before them.



Homo neanderthalensis

These thoughtful creatures lived between 1 million and 500,000 years ago. They had short and wide bodies to conserve their heat so they could keep warm when it was cold.

These 'humans' moved around a lot and built many shelters using mud, leaves, sticks, and branches that could be found in their environment.

Thirty-two hours of fear have ended now that Matthew Bryce has been safely rescued from the North Sea.

Yesterday morning, at 11.30am, a missing man by the name of Matthew Bryce was finally rescued thirteen miles from the coastline of Masrihanish Beach after he had engaged in a surfing trip which became exceedingly dangerous.

Rescuing Matthew:

As the evening of Monday 1st May drew in, rescue workers became increasingly anxious as the disappearance of Matthew Bryce, aged 22 from Glasgow, reached its thirty-first hour. Family and friends, worried about his whereabouts, undertook searches of their own in the hope that they would find the young university student. At 7:10pm a local fisherman made a telephone call to the coastguard: this was the communication that Matthew's friends, relatives and the rescue workers who were searching for him were waiting to receive. John Smithson, aged 45, was returning to land after a long day spent fishing in the deeper waters of the North Sea when he was forced to stop his vessel's engine.

"I panicked when I saw something in the water in front of my boat," John commented, as he spoke in an interview with a journalist from The Daily Express earlier today. "If I'd have carried on the way I was heading, I would've run

Within minutes, the rescue team, who were already scouring the surrounding area for Matthew, made their way to the location of the fisherman's boat. Upon their arrival, a full-scale rescue mission began and two highly qualified paramedics were hoisted down from the helicopter to treat Matthew in the ocean. Connecting him to their secure equipment, and covering him in a foil blanket, he was then raised back out of the water and taken to Belfast hospital's emergency unit to receive treatment for hypothermia.

Hospitalisation

Matthew had suffered from hypothermia while he was in the water; however, it was reported that he was still conscious as he reached Belfast. The doctor confirmed that he had only survived this treacherous 32 hour struggle in the ocean due to the fact that he was wearing a new wetsuit but, most importantly, he used his surfboard as a buoyancy aid so that he could float in the water.

One of Matthew's family members (his mother, Isabella Bryce) was interviewed this morning; here are her exact words:

"The last 32 hours I've had my heart in my mouth – what if he doesn't come back alive? What if I never see him again? All of these questions have been pounding in my

Girls' smart shoe



One should not be too concerned about the basic look of this shoe as, although it is quite uninteresting and dull, this is actually the exact look that the manufacturer was hoping for. The overall style of this shoe is smart therefore it is suitable to be worn at school, or during an important occasion such as a family outing or ~~funeral~~ ^{funerary}. The shoe itself is black, flat and stylish; the reason for this is due to the fact that children are required to dress presentably for school, and consequently are not allowed to have brightly coloured, patterned or styled shoes. They are well-known by their everyday name, the dolly shoe; they do not have any laces so they are easy to slip on and off. Furthermore, they are produced using leather (this means that they will last for a longer time than a synthetic material and they are value for your money). Mostly, the dolly shoe attracts young girls: the metal heart at the front of the toe and the very small heel, which is situated at the rear of the shoe, draw the attention of the female target audience.

Huggsie Learning Bear

Attention all parents and carers who wish to get prepared early for Christmas this year - look no further and listen here! Are your little ones becoming bored of playing with their old, worn out teddy bears? Do you need some help to advance your little angel's education? Wouldn't it be fantastic if they could meet the age expected standards before they even begin learning in the foundation Stage? Well, we have a new, interactive product that you will be keen to snap up! The Huggsie Learning Bear is a wonderful and thrilling product which will entertain as well as educate your child while they have the time of their lives playing and responding to his every request! We promise you that this outstanding bear will have your children giggling for hours upon end with its huge range of games, songs and so much more!

The final battle

"Arvid and Eamon, my forever friends, tomorrow I shall face my final assignment," Biorn stated while sharpening his sword. "I have fought endless battles and I have survived every single one; however, my scars are aching and my bones are growing weaker. I must defeat the ferocious Fenrir."

The fearless Viking stopped sharpening his weapon and pulled his forever friends towards him. "My dreams are filled with Valhalla and the gold, shiny gates that will be waiting when I die an honourable death; I will finally get to lay my weapons down for the very last time," he said quietly. "As soon as the sun rises, I shall set off to kill the Fenrir and what will be, will be."

Arvid and Eamon remained completely silent. They had stood by their trustworthy friend during many of his battles and they both felt the pain he had spoken of; his words angrily wrenched at their hearts but they knew that Biorn's choice had been made and they respected this.

Mathematics



Mathematics SATs consist of:

- Paper 1 – Arithmetic – 30 minutes (40 marks)
- Paper 2 – Reasoning – 40 minutes (35 marks)
- Paper 3 – Reasoning – 40 minutes (35 marks)

Calculators are not permitted



Typical arithmetic questions

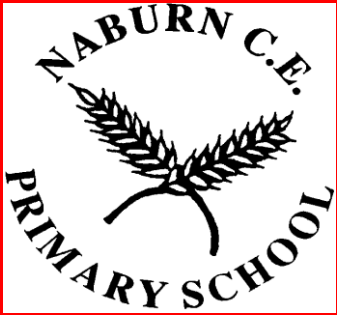


1	$14 \times 0 =$ <input type="text"/>	<input type="text"/>
2	$7^2 =$ <input type="text"/>	<input type="text"/>
3	$1 - 0.7 =$ <input type="text"/>	<input type="text"/>
4	$210 \times$ <input type="text"/> $= 210\,000$	<input type="text"/>
5	$7 = 35 \div$ <input type="text"/>	<input type="text"/>
6	$4896 \div 9 =$ <input type="text"/>	<input type="text"/>
7	<input type="text"/> $\times 10 = 29 + 31$	<input type="text"/>
8	$\frac{4}{5} + \frac{1}{10} =$ <input type="text"/>	<input type="text"/>
9	<input type="text"/> $= (14 + 8) \div 11$	<input type="text"/>
10	$\frac{1}{2} \times \frac{1}{3} =$ <input type="text"/>	<input type="text"/>

Typical arithmetic questions



17	$7 + 6 \div (3 \times 2) =$ <input type="text"/>	<input type="checkbox"/>
18	$73\,648 + 976 - 2785 =$ <input type="text"/>	<input type="checkbox"/>
19	$5 = 6480 \div$ <input type="text"/>	<input type="checkbox"/>
20	$7005 -$ <input type="text"/> $= 1657$	<input type="checkbox"/>
21	$4 \overline{) 585}$	<input type="checkbox"/>
22	<input type="text"/> $= 5\% \text{ of } 80$	<input type="checkbox"/>
23	$6 + 3 \times (3 - 1) =$ <input type="text"/>	<input type="checkbox"/>
24	$17.3 - 9.725 + 8.6 =$ <input type="text"/>	<input type="checkbox"/>
25	$35 \overline{) 7665}$	(2 marks) <input type="checkbox"/>
26	$16 =$ <input type="text"/> $+ 2.815$	<input type="checkbox"/>



Mathematics Papers 2 and 3



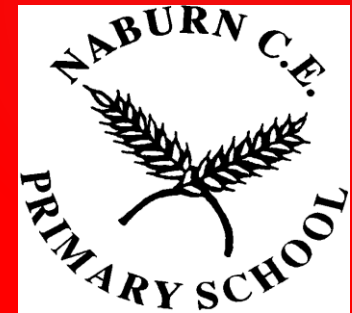
- Some questions are worth one mark and therefore accuracy is important.
- Other questions are worth two marks and even if the answer is wrong, a mark may be given for correct working.
- Teachers may read questions in both written papers to pupils if asked.

How can parents help with Mathematics?



- Support with homework – not just helping with the Maths but reading the question can really help.

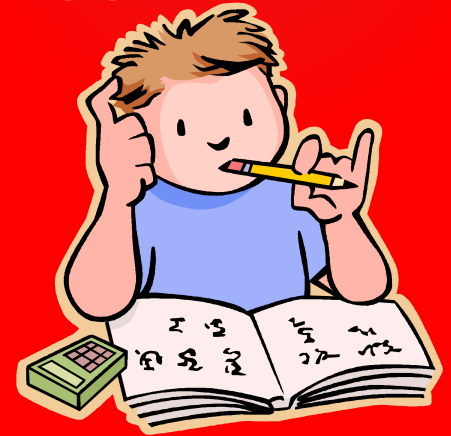
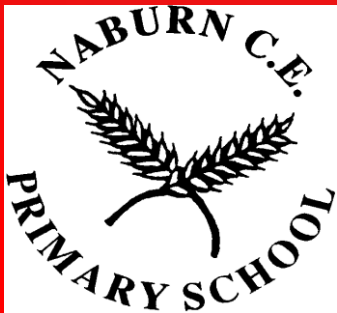
•TIMES TABLES!!!



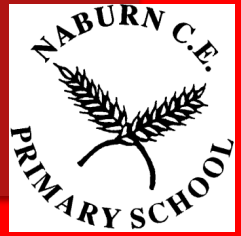
- Help your child to check their work through – this will help them to spot mistakes that can sometimes be easily fixed.

What are we doing to help pupils prepare for the SATs?

- Focused quality teaching
- Teaching assistant support
- Booster Groups and One to One Support
- Homework
- Test preparation
- Encouragement!



How can parents help?

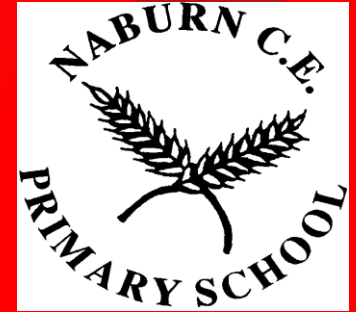


- The best help is interest taken in learning and progress.
- Supporting homework.
- Suitable environment for completing homework tasks
- Good communication between the school and home.
- Ensuring attendance at school from now until SATs

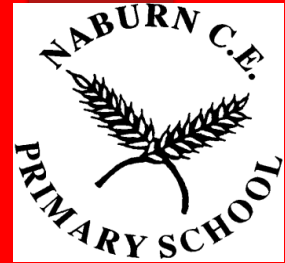


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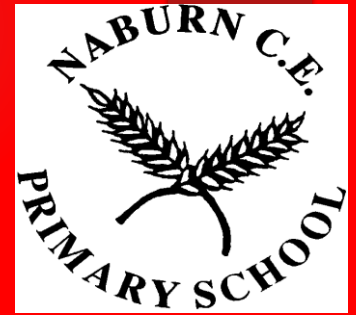


History



11+





Thank you
Any questions...?