

How does the SATs affect my child?

Introduction:

As you are aware the Key Stage 2 SATs are completed by your child during Year 6. These tests are designed by the Department for Education to assess how successful your child has been during their time in Key Stage 2 (Year 3-6). The amount of knowledge your child is expected to retain, recall and apply is significant and can be from any of their Key Stage 2 learning, not just the Year 6 curriculum.

We have produced this support pack and run the parent workshops to help you understand:

The process for testing

The expected skills and knowledge your child will require

When each test will happen

The format of each test and some of the possible content

How we will be helping prepare your child

What you can do to support your child and the school in this process

Timetable for Key Stage 2 exams

Monday 13 May 2019	English grammar, punctuation and spelling test (SPaG) Paper 1, short answer questions. 45 minutes Paper 2, spelling. 15 minutes (approximately – not strictly timed)
Tuesday 14 May 2019	English reading test: Reading booklet and associated answer booklet. 1 hour
Wednesday 15 May 2019	Mathematics: Paper 1 arithmetic test. 30 minutes Paper 2 reasoning. 40 minutes
Thursday 16 May 2019	Mathematics Paper 3 reasoning. 40 minutes

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In short the curriculum is hard and so the tests are hard to match it. Also as levels are no longer used to score children and compare their results all children in any given Year 6 cohort nationally will be compared. A national average score will be determined and your child will be compared to that. **No account is taken of any additional challenges the child or school faces when making this comparison.**

The tests are set and marked externally.

After children have completed their tests and they have been marked. All children will receive 3 pieces of information relating to their tests:

- A raw score – the amount they scored in the test.
- A scaled score – a score to show how well they performed against children in their cohort nationally, 100 will be the national standard.
- Confirmation whether or not they have attained the national standard.

What are the expectations for my child?

The Key Stage 2 curriculum is currently assessed by the Department for Education using a framework of objectives. The curriculum is designed as a mastery curriculum, which means that children are expected to develop new skills and knowledge each year that add to and relate to the previous years. They are expected to be able to recall, understand, explain and apply all of this knowledge and these skills independently. Your child was in Year 3 when the curriculum changed and therefore has had 3 years of this learning.

The national expectations are all or nothing! This means a child must be consistently demonstrating all of the skills across the curriculum in order to be considered as 'working at age related expectations'. If they do not demonstrate **every skill**, they are 'working below age related expectations'. Within writing there has been additional guidance released to show what 'working towards age-related expectations' would look like as well as 'working at greater depth'. This additional guidance has only been produced for writing, and some limited discretion can be exercised by the teacher: teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall.

Please note that this information and the subsequent information has been taken from the DfE publications, 'Teacher assessment frameworks at the end of key stage 2: For use from the 2018/2019 academic year onwards', 'The National Curriculum' and assessment guidance for this academic year.

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

Working at the expected standard

The pupil can:

- demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + \frac{9}{10}$; $28.13 = 28 + \square + 0.03$)
- calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$)
- use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?)
- recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake)
- calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $1\frac{1}{2} + \frac{3}{4}$; $\frac{7}{9}$ of 108; 0.8×70)
- substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)
- calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm)
- use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

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 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.

Word list – years 5 and 6

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	

Checklist for how to help my child prepare

In the lead up to SATs:

- Make the importance of the SATs clear but try not to create stress!
- Have high expectations of your child in all of their work. This includes the way they speak, write and complete their homework sheets as well as the way they explain their work and ideas.
- Ensure they complete their homework tasks in a focused way. This means
- sitting at a table or desk, with enough time to complete the work and making them go over it after they have completed it. If possible go through it with them too.
- If you are able to, set up a dedicated study area that they can use to revise and complete homework. This will help develop a routine and therefore help them to learn more.
- Always expect your child to be able to explain the task they have been set. They will have covered it in class, often on numerous occasions!
- Get them to keep practising the key skills they will need. Mental Maths games on the way to school, spelling games to earn a reward at home, use online resources such as Doodle Maths, education city, or just search Year 6 maths/spelling/grammar games on Google, etc.

The week before and the week of the SATs:

- Keep your child focused and calm.
- Make sure they get a good night's sleep.
- Make sure they have a good breakfast.
- Ensure they are in school on time ready to start.
- Let them have some 'down time' to relax after school.