

# **Updates to Y6 SATs**

**New 2016**

# **New curriculum, new standards, new tests**

- **Mental maths is replaced with an arithmetic test (Paper 1)**
- **No level**
  - **All pupils will take just 1 set of tests**
  - **Tests will include a small number of questions that will stretch the most able.**

**Papers 2 and 3 cover 'Problem Solving and Reasoning'**

# **Scaled scores**

- **Used for reporting national curriculum test outcomes.**
- **Helps test results to be reported consistently and maintain meaning over time – 2 pupils achieving the same scaled scores in different years will have same attainment.**
- **National standard will be 100**
- **The raw score that equates to 100 might be different each year.**

# Reporting scaled scores KS2

- **Raw scores translated to scaled scores using a conversion table.**
- **KS2 test results published July 2016**
- **Pupils will receive a raw score, scaled score and confirmation of attainment of the national standard. (Has met/ not met standard)**

# **Writing - teacher assessed**

- **Working towards the expected standard.**
- **Working at the expected standard.**
- **Working at greater depth within the expected standard.**
- **For pupils not yet at the ‘working towards the expected standard’ – ‘Growing Development, Early Development, Foundations’**

# Handwriting and spelling

- **Illegible handwriting seriously penalises writing outcomes.**
- **Spellings – National Curriculum list**

# **Reading, Maths, Science**

- **Working at the expected standard.**
- **For pupils not meeting the expected standard – ‘Growing Development, Early Development, Foundations’**

# Reading

- **The Reading test is a single paper with 3 unrelated texts. It is 60 minutes long which includes reading time.**
- **Questions assess comprehension and understanding of a child's reading.**



# SPAG

- **Spelling test of 20 words.**
- **Separate test on punctuation, vocabulary and grammar.**
- **45 minutes long, short answer questions including some multiple choice.**
- **Marks are added to give a total.**
  
- **Have a go!**

# Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

## Grammar, Punctuation and Spelling Paper 1

44

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

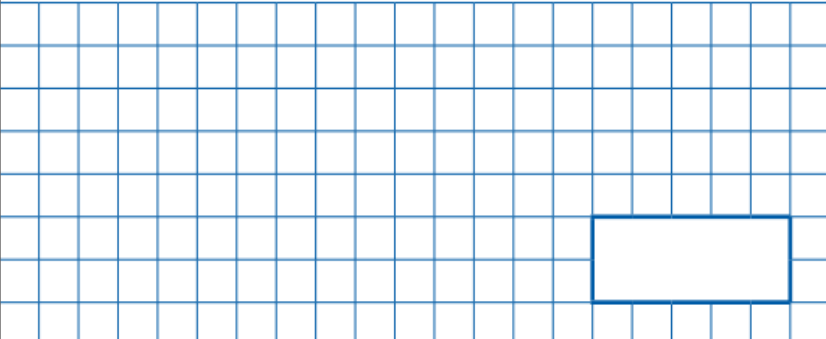
Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

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1 mark

# Maths paper 1: Arithmetic

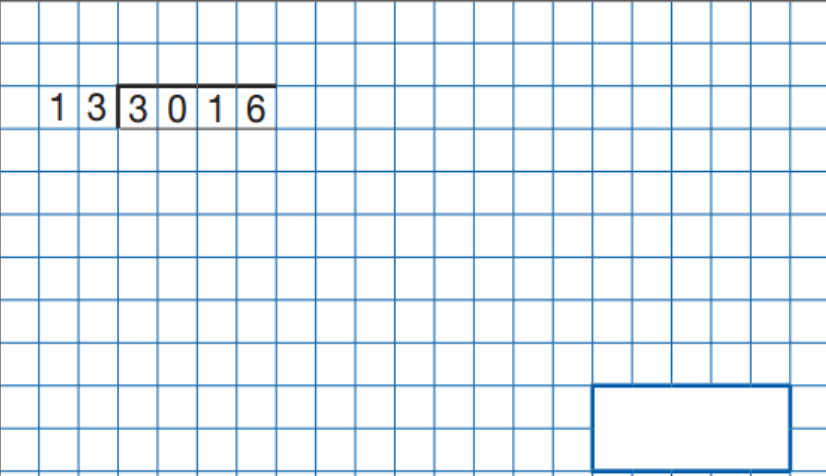
**24**  $15.4 - 8.88 =$



1 mark

**25**  $13 \overline{)3016}$

Show your method



2 marks

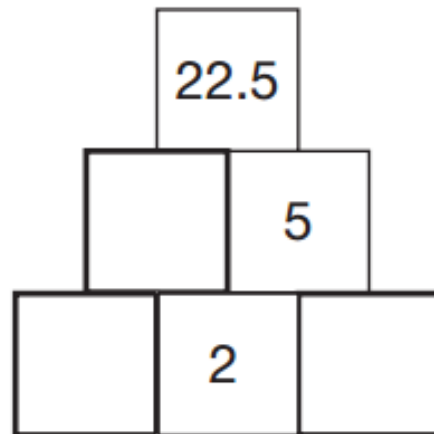
# Maths Paper 2/3 Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

# How to help your child - reading

- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories.

# How to help your child - writing

- Practise and learn spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

# How to help your child - maths

- Play times tables games
- Play mental maths games including counting in different amounts, forwards and backwards
- Encourage opportunities for telling the time and using timetables
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes – especially conversion of units and estimating
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess



# Find out more!

<https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials>.

Google KS2 SATs 2016