

# Year 6



## Information for Parents

### KS2 tests



**Year 6 SATs Week:** Monday 8 May  
to Thursday 11 May 2023 \*\*

**\*\*Subject to change due to extra bank holiday for  
the Coronation on Mon 8<sup>th</sup> May.\*\***

November 2022

# Aims of the PowerPoint

- To share important information about the end of KS2 tests.
- To show you what your child has to do with examples of questions from the tests.
- Share ideas about how you can help your child at home.

# What are KS2 tests?



- Standardised assessment tests
- It is statutory for all children to be tested before they go to secondary school
- Provide assessment information for secondary schools
- Purpose – assess if children are achieving the national standard (‘working at the expected standard’) regarding the National Curriculum. This will be through a scaled score.
- They test Year 3,4,5 & 6 curriculum knowledge – not just Year 6.

# Scaled scores

Since 2016, scaled scores have been used to report national curriculum test outcomes.

The threshold (expected standard score) usually changes slightly each year.

A scaled score of 100 will always represent the expected standard on the test.

Pupils scoring 100 or more will have met the expected standard on the test.

**Reading comprehension marks required**

**= 28/50**

A	B
27	99
28	100
29	100
30	101
31	102
32	102
33	103
34	104
35	105
36	106
37	106
38	107
39	108
40	109
41	110
42	111
43	113
44	114
45	115
46	117
47	118
48	120
49	120
50	120

# Reading comprehension

In this example, children needed to score 28 marks out of 50 to achieve the expected standard (scaled score of 100).

In this example, children needed to score 41 marks out of 50 to achieve above the expected standard (scaled score of 110).

**Please note :** The threshold (expected standard score) usually changes slightly each year.

# Maths

e.g. In this example, children needed to score 58 marks out of 110 to achieve the expected standard (scaled score of 100).

In this example, children needed to score 95 marks out of 50 to achieve above the expected standard (scaled score of 110).

A scaled score of 100 will always represent the expected standard on the test.

Pupils scoring 100 or more will have met the expected standard on the test.

**Maths marks required**

**= 58/110**

**Please note :** The threshold (expected standard score) usually changes slightly each year.

A	B
46	97
47	97
48	97
49	97
50	98
51	98
52	98
53	98
54	99
55	99
56	99
57	99
58	100
59	100
60	100
61	100
62	101
63	101
64	101
65	101
66	101
67	102
68	102
69	102
70	102
71	103

A	B
85	106
86	107
87	107
88	107
89	108
90	108
91	108
92	109
93	109
94	109
95	110
96	110
97	110
98	111
99	111
100	112
101	112
102	113
103	113
104	114
105	115
106	116
107	117
108	118
109	120
110	120

34	99
35	99
36	100
37	100
38	100
39	101
40	101
41	102
42	102
43	103
44	103
45	104
46	104
47	105
48	106
49	106
50	107
51	107
52	108
53	109
54	109
55	110
56	111
57	111
58	112
59	113

# English grammar, punctuation and spelling

e.g. In this example, children needed to score 36 marks out of 70 to achieve the expected standard (scaled score of 100).

In this example, children needed to score 55 marks out of 70 to achieve above the expected standard (scaled score of 110).

A scaled score of 100 will always represent the expected standard on the test.

Pupils scoring 100 or more will have met the expected standard on the test.

**English  
grammar,  
punctuation and  
spelling marks  
required**

**= 36/70**

**Please note :** The threshold (expected standard score) usually changes slightly each year.

# What information do secondary schools use?



- End of KS2 tests results
- Teacher assessments
- Tests administered by the secondary schools



# What does teacher assessment involve, and is it different from testing?

- Teacher assessment is judged against a framework – so there are certain standards that the children need to achieve.
- Teacher assessment draws together everything the teacher or teachers know about a child, including observations, marked work and school assessments.
- Teacher assessment is not a ‘snapshot’ like tests.
- There can be a difference between teacher assessment results and test levels.

# Writing and Science – teacher assessment

- There are no KS2 tests for Writing or Science. These will be assessed throughout the year by teachers against a framework, so it is important that children are always trying their best in every lesson.

# Writing – assessment framework

## 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.<sup>1</sup>

\* 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.

<sup>1</sup> At this standard, there is no specific requirement for a pupil's handwriting to be joined.

# Writing – assessment framework

## 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<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

# Writing – assessment framework

## 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<sup>3</sup> 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.<sup>^</sup>

[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.

<sup>^</sup> 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.

<sup>2</sup> 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'.

<sup>3</sup> 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.

## What the government is aiming for:

“The national curriculum tests will be more demanding, with a higher and more ambitious expected standard. This will ensure that pupils who clear the bar are genuinely ready to succeed in secondary education.”

# How is the test week organised?

- A timetable is issued to school, telling us on which days/sessions tests must be administered.
- All children must sit the tests at the same time.
- Tests are completed in the classrooms.

# Timetable for KS2 tests

**Year 6 SATs Week:** Monday 8<sup>th</sup> May to Thursday 11<sup>th</sup> May, 2023

<b>Monday 8th May</b>	<b>Tuesday 9th May</b>	<b>Wednesday 10th May</b>	<b>Thursday 11th May</b>	<b>Friday 12<sup>th</sup> May</b>
<b>English –</b> Grammar, punctuation and spelling test (SPaG)  papers 1 and 2	<b>English –</b> reading	<b>Mathematics</b> Paper 1: arithmetic  Paper 2: reasoning	<b>Mathematics</b> Paper 3: reasoning  CELEBRATE  😊	Back to usual timetable



## During SATs week:



- Please ensure that your child is in school every day during SATs week.
- Ensure that they are in school on time.
- Please don't book anything during this week e.g. doctor's appointments, holidays etc.
- If your child is ill, let us know immediately. We can arrange a timetable variation.

# English tests

English tests consist of:

- A reading test (comprehension)
- A grammar, punctuation and spelling test





# Reading Test



- 1 hour to read booklet and answer questions. 50 marks.
- There will be 3 unrelated texts and sets of questions which are all different difficulty levels.
- There are a variety of different questions to be answered in different ways.
- Children cannot have any adult help in this test.

Content domain coverage for the English reading test (what the children will be tested on). This is the same every year. The 3 domains that carry the most marks in the test are in blue.

- a. *Give / explain the meaning of words in context. (V in VIPERS)*
  - b. *Retrieve and record information / identify key details from fiction and non-fiction. (R in VIPERS)*
  - c. *Summarise main ideas from more than one paragraph.*
  - d. *Make inferences from the text / explain and justify inferences with evidence from the text. (I in VIPERS)*
  - e. *Predict what might happen from details stated and implied.*
  - f. *Identify / explain how information / narrative content is related and contributes to meaning as a whole.*
  - g. *Identify / explain how meaning is enhanced through choice of words and phrases.*
  - h. *Make comparisons within the text.*
- *As a school, we follow the acronym VIPERS to help the children remember the different domains in reading. Please see the planners to help with this.*

# Example of the mark scheme for the Reading (comprehension) paper

## 3. Content domain coverage

The 2018 test meets the specification set out in the test framework. Table 1 sets out the areas of the content domain that are assessed in the test.

Table 1: Content domain coverage for the 2018 key stage 2 English reading test

	2a	2b	2c	2d	2e	2f	2g	2h
	<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>
Qu.	Section 1: The Giant Panda Bear							
1		1						
2		1						
3				1				
4		1						
5		1						
6								2
7		1						
8	1							
9	1							
10		2						
11		1						
12	1							
13		1						
14			1					

You can see that the domains that carry the most marks in the first text of this test paper are 2a (VIPERS V – vocabulary) and 2b (VIPERS R – retrieval)



## How can parents help with reading?



- **Ensure your child reads every night – it doesn't have to be a book!**
- **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.**
- **Speed reading.**
- **Use the VIPERS page in your child's planner to help ask questions about their book. (Main focus on V, I, R – vocabulary, inference, retrieval)**
- **Ensure homework is completed.**



# Grammar, Spelling & Punctuation test (SPaG)



- 45 minutes test on grammar

Draw lines to match each sentence with the most likely final punctuation.

Circle all the **adverbs** in the sentence below.

Open the drawers carefully and quietly when using the filing cabinet.

Tick one word to complete the sentence below.

Michael and Kate read their books \_\_\_\_\_ they ate their sandwiches.

Tick **one**.

while

which

between

during

Sentence	Punctuation
Look out	?
How are you doing	!
January is the first month of the year	.

- Spelling test is separate.
- Worth 20 marks out of 70.
- 50 marks on grammar paper.
- Can affect the overall level obtained.

10

What does the word Others refer to in the passage below?

Some plants, such as sunflowers, die in winter. Others, such as daffodils, survive as bulbs underground.

Tick one.

plants

sunflowers

daffodils

bulbs

---

1 mark



**15**

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

<b>Sentence</b>	<b>Modal verb indicates certainty</b>	<b>Modal verb indicates possibility</b>
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

---

1 mark

21

Write a sentence using the word cover as a **noun**.  
Remember to punctuate your answer correctly.

---

1 mark

Write a sentence using the word cover as a **verb**.  
Remember to punctuate your answer correctly.

---

1 mark

42

Circle all the **determiners** in the sentence below.

Two apple trees screened the open windows on one side.

1 mark

49

Which **punctuation mark** should be used in the place indicated by the arrow?

“Why did you do that?” he asked Harry was surprised by his classmate’s actions.



Tick **one**.

exclamation mark

full stop

question mark

comma

1 mark

## What the spelling test looks like for the children:

- 15.** There was a \_\_\_\_\_ search for the missing P.E. bag.
- 16.** The longest reigning \_\_\_\_\_ is Queen Elizabeth II.
- 17.** Oliver was \_\_\_\_\_ when his friend lost his trainers.
- 18.** Angus was \_\_\_\_\_ from Scotland.
- 19.** The drum is part of the \_\_\_\_\_ family.
- 20.** The prickly jumper was made from a \_\_\_\_\_ material.

# Example of Spelling test

Qu.	Spelling	Mark	Content domain reference
1	likely	1	S43 the suffix <i>-ly</i>
2	straight	1	S60 words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
3	sensation	1	S42 the suffix <i>-ation</i>
4	nervous	1	S46 the suffix <i>-ous</i>
5	crumb	1	S60 words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
6	probable	1	S56 words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>
7	inspiring	1	S38 adding suffixes beginning with vowel letters to words of more than one syllable
8	substance	1	S55 words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
9	operation	1	S47 endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
10	toughest	1	S59 words containing the letter string <i>ough</i>

11	bruise	1	S60 words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
12	sensibly	1	S56 words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>
13	violence	1	S55 words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
14	disobeyed	1	S38 adding suffixes beginning with vowel letters to words of more than one syllable
15	thorough	1	S40 the /ʌ/ sound spelt <i>ou</i>
16	monarch	1	S48 words with the /k/ sound spelt <i>ch</i>
17	sympathetic	1	S39 the /i/ sound spelt <i>y</i> other than at the end of words
18	originally	1	S43 the suffix <i>-ly</i>
19	percussion	1	S47 endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
20	coarse	1	S61 homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)

The 20 spellings on the test are worth 1 mark each.

The test is worth 20 marks out of the 70 available for the Grammar, Punctuation & Spelling tests (20 marks on the spelling paper and 50 marks on the grammar, spelling & punctuation paper).



## How can parents help with SPaG (spelling, punctuation & grammar)?



- Terminology in Curriculum->English on our website. There is useful information in the children's planners too.
- Again, reading a variety of texts – the more children read, the more familiar they become with different text types
- Spelling homework – spelling lists / rules / patterns every week. There will be a test most weeks (usually on a Tuesday).
- Ensure they are confident with the Year 3/4 spellings (in their green spelling books). Also, the Year 5/6 spellings.
- Encouraging your child to complete all homework and discussing their work with them.



# Mathematics tests



The mathematics tests consist of:

- **Paper 1: Arithmetic test.** 30 mins. (40 marks)

This is a 30 minute written assessment. It is in place of the mental maths test. The questions are simply calculations.

- **Paper 2 and Paper 3: Reasoning papers. 40 mins each. (35 marks each).** These are 2 written test papers (no calculator).

They are based on reasoning and using and applying mathematical skills.



# Maths Paper 1

**Paper 1:** an arithmetic paper. Questions will be context free. They will assess number, calculations and fractions. The 'fractions' strand in the new national curriculum covers fractions, decimals and percentages.

Pupils will be expected to use formal methods to solve specific arithmetic questions, eg long multiplication and long division: two marks will be available for these questions. One mark may be awarded if an appropriate formal method is used but the final answer is incorrect.

Each question in the arithmetic paper will have a grid area to encourage appropriate working out.

5

$$1,034 + 586 =$$

1 mark

24

$$15.4 - 8.88 =$$

1 mark

**33**

$$\frac{3}{5} \div 3 =$$



1 mark

**34**

$$\frac{2}{5} \times 140 =$$



1 mark

29

$$\begin{array}{r} \phantom{\times} \phantom{00} 678 \\ \times \phantom{00} 54 \\ \hline \end{array}$$

Show  
your  
method

2 marks

34

$$37 \overline{) 2331}$$

Show  
your  
method

2 marks

**35**

$$1\frac{1}{4} - \frac{1}{3} =$$

1 mark

**36**

$$60 - 42 \div 6 =$$

1 mark

# Maths Papers 2 & 3

**Paper 2** and **Paper 3**: assesses pupils' ability to apply mathematics to problems and to reason.

There won't be significant differences in format or difficulty between the two papers

The tests will contain a mixture of contextualised and context-free questions, and real life and abstract problems.

1

Write the missing number.

One is done for you.

$$180 \xrightarrow{\text{is 20 more than}} 160$$

$$\boxed{\phantom{000}} \xrightarrow{\text{is 20 more than}} 237$$

1 mark

10

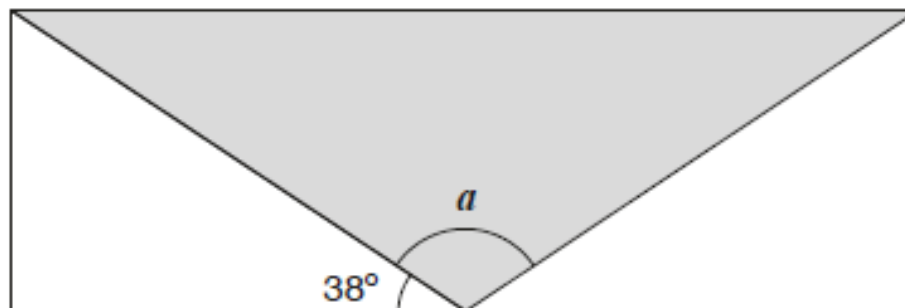
Write the two missing digits to make this **long multiplication** correct.

$$\begin{array}{r}
 \phantom{\times} \phantom{00} 4 \phantom{0} \boxed{\phantom{0}} \\
 \times \phantom{00} \boxed{\phantom{0}} 6 \\
 \hline
 \phantom{\times} 2 \phantom{00} 4 \phantom{0} 6 \\
 \phantom{\times} 8 \phantom{00} 2 \phantom{0} 0 \\
 \hline
 1 \phantom{00} 0 \phantom{00} 6 \phantom{0} 6
 \end{array}$$

2 marks

15

A shaded isosceles triangle is drawn inside a rectangle.



Not  
to  
scale

Calculate the size of angle  $a$ .

Show  
your  
method

$a$  is

°

2 marks







- 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 all papers to pupils - if asked.

Teachers can read words and numbers but not mathematical symbols.

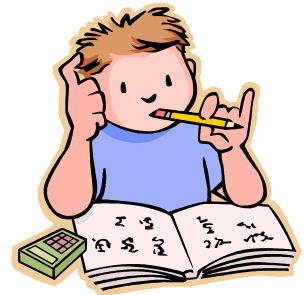
# How can parents help with Maths?



- Support with homework – not just helping with the Maths but reading the question can really help.
- **TIMES TABLES! (Use APPs – TT Rock Stars, Mathletics, Numbots, Hit the button, 10 minutes a day etc.)**
- Help your child to check their work through – this will help them to spot mistakes that can sometimes be easily fixed.
- Go on Live Mathletics and TT Rock Stars daily. Games and activities.

# What are we doing to help?

- Cross-curricular teaching
- Additional Maths & English support with class teachers (and Mrs Crook & Miss Stanton)
- Booster groups have begun and the sessions will be longer after Christmas.
- Teaching assistant support in lessons
- Homework
- Test preparation / technique – we have 3 SATs weeks during the year to help with this. We have already completed one.
- ‘Mock’ test week in March/April so that children are familiar with the routine of the actual week.
- Encouragement



# How can parents help?

- The best help is the interest you take in their learning and progress. Please encourage them!



- Supporting homework. Please check it has been done. Mathletics tells you their understanding with a coloured bar for each topic. If it is red or orange, please retry the task.

- CGP revision books.

- Good communication between the school and home.

- Getting a good sleep on a school night!

- Ensuring attendance at school from now until the KS2 tests.

- Children will have a log in to access online materials. (Info to follow.)

## Study guides and test material

Any revision books can be worthwhile – if used! CGP revision books have been useful for some children in previous years. Depending on what your child needs, there are lots you can purchase. Bundles are usually popular which contain resources to help with all 3 tests – Reading Comprehension, Maths & SPaG (spelling, punctuation & grammar). These can be bought from CGP directly or Amazon.

<https://www.cgpbooks.co.uk/info/preparing-for-sats>



Q Quick View

KS2 English SPaG SAT Buster Book 1 Bundle  
- includes answers (for the 2022 tests)

E6SBB24



Q Quick View

Complete KS2 Maths and English 10-Minute  
Test SAT Buster Book 1 Bundle (for the 2022  
tests)

EMXB24

One of the best revision tools is past papers. After each test week in school, class teachers will go through the answers and test technique. However, if you could go through them at home with your child this can be extremely beneficial. Ask your child to explain how and where they got their answer from – this may just be done verbally rather than writing it down.

There is no expectation to spend any money on resources and you can download all previous KS2 SATs papers for free (and the answers/mark schemes) if you would like to see the types of questions your child will be answering. <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials&key-stage-2-past-papers>

# CGP bundle examples

<https://www.cgpbooks.co.uk/primary-books/bestselling-sat-busters>

<https://www.cgpbooks.co.uk/all/catch-up-bundles/emsb21-year-6-sats-catch-up-essentials-study-quest>



Q Quick View

**Complete KS2 Maths and English 10-Minute Test SAT Buster Book 1 Bundle (for the 2022 tests)**

EMXB24



Q Quick View

**KS2 English SPaG SAT Buster Book 1 Bundle - includes answers (for the 2022 tests)**

E6SBB24

# Useful Websites

[www.mathletics.com](http://www.mathletics.com)

<https://trockstars.com/login>

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

<https://www.cgpbooks.co.uk/info/preparing-for-sats>

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials#key-stage-2-past-papers>

<http://www.satspapers.org.uk>

Look at Blanford Mere www for other links



Thank you for taking the time to support your child.

If you have any questions, please email [info@blanford.dudley.sch.uk](mailto:info@blanford.dudley.sch.uk)  
FAO Mr Baker/ Mr Raybould/ Mrs Oliver or put a note in your child's  
planner.