

SATS and PGL information

Year Six - 2024



SATS

May 2024



SATs

To take place in the week beginning
Monday 13th May finishing Thursday 16th May

Exactly the same assessment formats that they have done every term in school already
– nothing to worry about!

Writing is judged by teacher assessment across children's independent pieces of writing
in class

SATs Club takes place in the 2nd half of the spring term into the 1st half of summer –
THURSDAY PM from 3:15 to 4:15 - adults invited to support children

Revision books also already in use for homework in Year 6 which will help with the style
of questions

Booster groups also up and running and will continue into next half term

Pupil conference (Friday 2nd of February) chance to review before May.

SATs

SATs Week 2024

Date	Exam
Monday 13 May 2024	Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2
Tuesday 14 May 2024	English Reading
Wednesday 15 May 2024	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 16 May 2024	Maths Paper 3 (Reasoning)

45 min test and 20 word spelling test

60 min reading paper

30 min arithmetic and 40 min reasoning

40 min reasoning

SATs

Children either meet expected standard or are working towards expected standard

Some children may work 'with greater depth of the expected standard' – only shown in Writing on reports

Children take the tests and receive a raw score

This is turned into a scaled score for comparison purposes – pupils need a scaled score of 100 to meet standards; Scaled scores range from 80 to 120

In the publication of test results, each pupil will receive:

A raw score (number of raw marks awarded);

A scaled score in each tested subject;

Confirmation of whether or not they attained the national standard.

SATs

Raw score needed to achieve the expected standard last year:

- Maths: 56 out of 110 (down from 58 in 2022) = 51%
- Reading: 24 out of 50 (down from 29 in 2022) = 48%
- Grammar, punctuation and spelling: 36 out of 70 (up from 35 in 2022) = 51%

Raw score needed to achieve greater depth last year:

- Maths: 94 out of 110 (down from 96 in 2022) = 85.5%
- Reading: 38 out of 50 (down from 41 in 2022) = 76%
- Grammar, punctuation and spelling: 55 out of 70 (same as 2022) = 79%

Writing is teacher assessed using the assessment framework criteria.

Children must evidence all aspects numerous times, across different styles of writing, to meet expected standard.

There are no additional tests for more able children.

The more difficult questions in the papers are meant to challenge the most able.

Access Arrangements

- All children who can access the tests and are working within the Year 6 Curriculum are expected to sit the tests.
- Children with additional needs may be given up to an additional 25% extra time – this is something which evidence is currently being collected for.
- Other arrangements (e.g. rest breaks) can be given where necessary

Writing (Teacher Assessed)

- Throughout the year, children write a range of pieces of extended writing.
 - These are marked against a list of criteria.
 - Children must show sufficient evidence of the criteria in a number of different pieces of writing (6 pieces of evidence will be used).
 - If the child meets all the criteria, then they have achieved the national standard for writing.
- Additionally, if a child does not meet all of the criteria, they need to meet all criteria for working towards to be given this judgement.
- Although writing is assessed by the teacher, the local authority will carry out moderation to ensure accuracy of the teacher assessment.

Working at the Expected Standard in Writing

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 correctly¹ (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

<https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance/key-stage-2-teacher-assessment-guidance#assessing-english-writing>

Working towards and Greater Depth in Writing

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

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]

<https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance/key-stage-2-teacher-assessment-guidance#assessing-english-writing>

Writing (Teacher Assessed)

It is a fact that some graffiti can be considered a work of art yet, on the other hand, some can be spiteful and rude. Consequently, graffiti is mostly on places it shouldn't be on, however there are allocated places for graffiti, so artists can be recognised without getting into trouble.

No one can deny that ^{some} graffiti is offensive and quite scary but if perpetrators get caught writing rude and offensive things then they will be compelled to clean the vandalism off and as well as ~~over~~ get a fine or community service. Some people say it is a bad influence for younger children but, on the contrary, children can be informed that ~~its~~ graffiti vandalism is against the law and ^{can} be brought up in a kind but firm way to be against bad graffiti offensive material.

Every dancer has unique feet with a varying length, shape, arch, flexibility, extension and strength; consequently, most pointe shoe companies make more than one model of a shoe. Sometimes they are custom tailored for the best shoes. Occasionally ballerinas can go through more than one pair in one performance. There are two main parts of a pointe shoe:

- The box - the front end of the shoe that supports the dancer's toes.
- The shank - rigid material to stiffen the sole to support the arch for going en pointe.

Now pointe shoes are beautiful and (for me) the best part of ballet! They take a lot of care, eg. rosin for non-slip; extra elastic; complex ribbon tying; box breaking etc. but become totally worth it when you are en pointe. The conclusion for me is that pointe work is awesome and you should love it! I hope you liked my text and that you now are a pointe shoe fan!

Grammar, Punctuation and Spelling

GPS is the first assessment day (Monday of SATs Week 2024)

Paper 1 includes 50 marks covering all grammar and punctuation learned in Years 3-6.

It lasts for 45 minutes and is a short answer paper. Timing is not usually a problem.

Paper 2 is a 20-word spelling test.

Paper 2 includes words which follow spelling rules learned in Years 3 to 6, as well as possibly including words from the Y3/4 and Y5/6 word lists.

Grammar, Punctuation and Spelling

11

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

They bought new jumpers for themselves and a warm scarf
for Dad.

21

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

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

15

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

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
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.		

48

Insert a **colon** in the correct place in the sentence below.

The school offered three clubs for its pupils art and craft,
dance and chess.

Reading

Reading is the second assessment day (Tuesday of SATs Week 2024)

- One hour in length – marks out of 50
 - Three texts to read
- Children may read and answer questions at any point during the hour, and can answer sections in any order
 - Some questions are straight-forward retrieval from the text
 - The largest proportion of questions are inference & deduction
 - More difficult questions tend to focus on authorial intent
 - Timing can be an issue
- Fluency of reading – reading the whole narrative text or poem, perhaps just skimming and scanning a non-fiction text
- Test includes 2 fiction & 1 non-fiction text, and likely to include one classic text

Reading

This discovery is helping to rehabilitate the image of this much-ridiculed bird. The very fact that the dodo was still alive and well on Mauritius 4,000 years after a drought that claimed the lives of thousands of animals is an indication of the bird's ability to survive. The remains are also helping scientists to find out more about the anatomy of the dodo, for example that it was a much slimmer bird than any pictures suggest.

As scientists learn more about the dodo, and begin to see the bird in a new light, we are reminded that the dodo was badly misjudged. Maybe it is humans who should be judged, as we can have a devastating impact on the natural world. No other creature should be allowed to go the way of the dodo.

31 What does *rehabilitate the image* of the dodo mean?

Tick one.

restore a painting of the dodo

☐

rebuild the reputation of the dodo

☐

repair a model of the dodo

☐

review accounts of the dodo

☐

32 According to the text, how did the discovery of the dodos' bones help to change the image of the dodo?

1 mark

33 Below are some summaries of different paragraphs from this text.

Number them 1 – 6 to show the order in which they appear in the text.

The first one has been done for you.

Maths

Maths Papers are over the third and forth days (Weds and Thurs of SATs Week 2024)

Children will sit three tests:

- Paper 1 is for 'Arithmetic' lasting for 30 minutes, and contains 40 marks.
- It covers calculation methods for all operations, including use of fractions, percentages and decimals. Questions gradually increase in difficulty.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes, and contain 35 marks each.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

Maths - Arithmetic

14	$3.005 + 6.12 =$
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1 mark

26	$15 \times 6.1 =$
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1 mark

32					
	4	3	1	1	1 8

Show
your
method

2 marks

35	$1\frac{1}{4} - \frac{1}{3} =$
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[illegible]

1 mark

Maths - Reasoning

14

Write **all** the common multiples of 3 and 8 that are **less than 50**

1 mark

$$2q + 4 = 100$$

Work out the value of q .

 $q =$

1 mark

20

Lara had some money.

She spent £1.25 on a drink.

She spent £1.60 on a sandwich.

She has **three-quarters** of her money left.

How much money did Lara have to **start with**?

Show
your
method

3

2 marks

Preparation

- Ongoing class work in spring terms to cover Y6 curriculum
- Reading sessions with a focus on answering SAT-style questions
- Short 10-minute tasks, but with a real emphasis on completing within time limits
- Intervention and support as soon as possible on any concepts that children are struggling with
- Revision of previous year group content within English & Maths lessons – e.g. 5-A Day in Maths recaps prior learning; constant revisit of previous grammar work in English
- More focused revision work in the weeks leading up to SATS in the summer term
- Occasional past papers and CGP example papers for children to practise as well as constantly assessing next steps for learning, both in class and in SATS Club
- High work ethic and resilience, **but without stress!**

Helping at Home

- Ensure homework is complete and brought into school – we will go through it together as part of our in-class revision
 - Ensure your child is reading appropriate level texts – they won't write at the expected level if they never read texts that demonstrate the necessary features and formality
 - Calculations – just give them a random multiplication, subtraction etc. (My Minimaths)
 - Ensure times tables are recalled quickly – this helps massively with almost every element of the Maths curriculum
 - Any written work – ensure basics are applied correctly (e.g. spellings, punctuation marks)
- Avoid SAT past papers and CGP – we will be using them in school for assessing the children's progress. Older ones are available online and still have good questions
 - If you wish to get hold of other papers for your child to complete, contact me and I will guide you to something we are unlikely to use (e.g. Letts or Exam Ninja)

PGL

March 2024



PGL 2024

Leaving after lunchtime on **Friday 22nd March** and returning close to the end of the school day on **Monday 25th March**

On the Friday children should arrive in school at the usual time and leave any luggage in the hall.

We will arrive back to school on the Monday, shortly after the rest of the school finish due to traffic.

Staffing:

Miss Scott (Trip Leader)

Mr Weston

Mrs Hayes (First Aider)

An Additional member of staff (TBC)

PGL 2024

Daily Routine

7.30 am – Breakfast

Morning activities (3hrs)

Lunch

Afternoon activities (3hrs)

Evening meal

Evening activity

Hot Chocolate and reading

9.00pm - Bedtime!

Activities

In the past, has included Abseiling, Giant Swing, Problem Solving, Jacob's Ladder, Orienteering, Canoeing, Raft Building, Climbing Wall, Survival Skills, Archery, Challenge Course and High Ropes.

Children will be split into three groups for the activities, with a school member of staff accompanying each group.

PGL 2024



PGL 2024

Accommodation

En-suite lodges - Between 4-6 children per room

No aerosols due to interference with fire alarms

No electrical equipment

Children will be asked in advance who they wish to share a room with.
(We guarantee they will be with at least one person they have asked for).

Any medical concerns please make an appointment to discuss – e.g. bedwetting/ sleepwalking etc

PGL 2024

Any allergies please make sure we are aware so that the chef can be notified in advance

Clothing

See kit list that will appear on the Year 6 page of the school website

One suitcase/holdall

Bin liner for bedding/Ikea bags work well (plus a spare or 2) duvet/sleeping bag and pillow

Must be clearly labelled

Waterproof coat is essential

Footwear – definitely more than one pair!

Small backpack to take to activities

No jewellery

Medication

All medication in a separate bag clearly labelled with name

Asthma inhalers to be kept by adult accompanying the group

Must fill in a Med 1 form and see Mrs Hayes on the morning of Departure

PGL provide a 24 hour sick bay and all PGL staff have first aid training

PGL 2024

Spending Money/Valuables etc

£10 to be sent into school – cash – any time in the week before we go.

Children can take a small bag of sweets and a drink (not fizzy) with them for the coach and Friday night.
Please do not send enormous numbers of sweets.

Please do not send any extra money with your child.

Do not take valuables!

Disposable cameras advised – we will take lots of photos on iPads and keep you posted of activities on Dojo

PGL 2024

Behaviour Expectations

A high standard of behaviour is expected from all children – excellent at all times.

We expect children be responsible and have respect by listening to and following instructions given by any adult they are in contact with.

If a child constantly does not follow our values, or endangers the safety of others, we will request that they are taken home.

PGL 2024

Contact

No mobile phones to be taken

We will let you know an emergency contact number in advance of the visit just in case.

We will have all your numbers handy.

In an emergency, we will contact you immediately (e.g. illness, medication).

SATS and PGL information

Any Questions?

