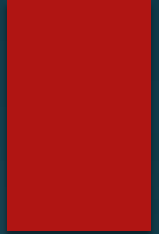


Y6 Assessment Meeting



What are the SATs and when will they take place this year?

- ▶ SATS are national tests in English and Maths carried out by all children in year six and this year they will take place from Monday 10th May to Thursday 13th May 2027
- ▶ If your child is poorly on the day or running late, please get in touch ASAP so we can make appropriate arrangements.

The Test Format

- ▶ At the end of Y6 children will sit tests in:

Maths

Reading

Spelling, punctuation and grammar.

- ▶ The tests are both set and marked externally, and the results will be used to measure the school's performance (for example, through the reporting to Ofsted and published league tables).
- ▶ Your child's marks will be used in conjunction with our teacher assessment to give high schools a broader picture of their attainment. *(Handy if they have a bad day at office during one of the tests)*
- ▶ Although high schools will do their own testing, they have to use the KS2 SATs score as a measure of progress from Y6 – Y11.
- ▶ Children will sit a number of previous papers throughout the year and we will share their progress during parents' evenings.

Grammar, punctuation and spelling.

- ▶ The SPAG test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and a spelling test of 20 words, lasting around 15 minutes.
- ▶ The 'pass mark' from recent years has been between 35 and 38 out of 70. (50 available marks in grammar and 20 in spellings.)
- ▶ Spellings can be hard – some children have difficulties but their grammar knowledge can often be enough still to achieve the expected standard.
- ▶ The children will be very familiar with the question types – homework books and workbooks all mirror each other, so there will be very few surprises.

Grammar, punctuation and spelling.

- ▶ The grammar and punctuation paper is marked very strictly. Children must always punctuate their sentences correctly and their handwriting must be legible otherwise they will be penalised even if the answer they give is correct.
- ▶ Punctuation must also be correctly formed and of the appropriate size otherwise they will again be penalised even if their answer is correct.
- ▶ We hold the children to the same standards in class/homework books, even if they think we're being mean!

-colon in the correct place in the

ee me tomorrow; I will not have

29 Insert a **pair of commas** in the correct place in the sentence below.

Jenna, a very gifted singer, won the talent competition,
that was held in her local theatre.

0
1 mark

Write a sentence using the word point as a **noun**.
Do not change the word.
Remember to punctuate your sentence correctly.

Look it is the point of the mountain.

0
1 mark

41

Rewrite the sentence below so that it is in the **active voice**.
Remember to punctuate your sentence correctly.

The results were announced by the judges.

The judges announced the results.

0
1 mark

Reading

- ▶ The reading test is a single paper with questions based on three different passages. Children are given one hour to complete the test including reading time.
- ▶ The three passages get progressively more difficult. Hard, harder and hardest.
- ▶ There is always a similar selection of question types that the children will be familiar with.
- ▶ Reading a wide range of texts at home at pace will have a positive impact on children accessing the reading paper. The last few years the word count has increased – children have to be able to read quickly and with good stamina to finish the paper in an hour. (2000+ words in 2019 and 2106 in 2023)
- ▶ The paper is always out of 50. The 'pass' mark from the last few years has been between 24 and 29. Last year was 25 out of 50.

‘What can we do to help?’

- ▶ Encourage your child to read as much as possible at home.
- ▶ Reading a **wide range** of texts at home at pace will have a positive impact on children accessing the reading paper. Fluency and stamina are vital.
- ▶ Reading lots is linked to improved writing.
- ▶ Systems/rewards in school to encourage reading.
- ▶ English homework is rotated between reading and SPAG. Again, the books look like the SATs questions.

Maths

- ▶ Children will sit three maths papers:

Paper 1: arithmetic – 30 minutes. (40 Marks)

Paper 2 and 3: reasoning - 40 minutes per paper. (2 x 35marks)

- ▶ Paper 1 – 36 arithmetic question – children have to calculate the answers to addition, subtraction, multiplication/division, FDP and order of operations.
- ▶ Paper 2+3 – this paper includes a wide variety of questions such as word problems, true or false, multiple choice questions and shape/drawing questions.
- ▶ The 'pass mark' in recent years has been between 54 and 61 out of 110.
- ▶ Strong arithmetic skills can make a massive difference – we aim for 35+.

30

$$\begin{array}{r} 6574 \\ \times \quad 31 \\ \hline \end{array}$$

Show
your
method

2 marks

32

$$43 \overline{) 1118}$$

Show
your
method

2 marks

33

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

1 mark

34

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

1 mark

Times Table Rockstars



- ▶ Children with a good understanding and speed of recall with their tables score much more highly than those without.
- ▶ The children who do not have a good grasp of their tables struggle to finish the papers in time.
- ▶ Times tables help you answer more than just short and long multiplication. They also help you solve fraction questions with different denominators, percentage questions, BODMAS, area and volume just to name a few!
- ▶ TTR is a fun way of learning their tables and some children need to be on the app 3 times per week! It will help massively!

How will the tests be marked?

- ▶ The children will be given a raw score (the actual amount of marks they get), alongside their scaled score and will be in your child's report at the end of the year.

These scaled scores have changed every year.

- ▶ Scaled scores range from 80 – 120.
- ▶ A scaled score of 100 or more means they are working at the expected standard.
- ▶ A score of less than 100 means your child may need more support to reach the expected standard in high school.
- ▶ A scaled score of 110 over the last three years has meant your child is classed as achieving the higher score and is working above the expected standard.

English grammar, punctuation and spelling	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	80
6	81
7	82
8	83
9	84
10	84
11	85
12	86
13	87
14	87
15	88
16	88
17	89
18	90
19	90
20	91
21	91
22	92
23	92

English grammar, punctuation and spelling	
Raw score	Scaled score
24	93
25	93
26	94
27	94
28	95
29	95
30	96
31	96
32	97
33	97
34	98
35	98
36	99
37	99
38	100
39	100
40	101
41	101
42	102
43	102
44	103
45	103
46	104
47	104

English grammar, punctuation and spelling	
Raw score	Scaled score
48	105
49	106
50	106
51	107
52	107
53	108
54	109
55	109
56	110
57	111
58	111
59	112
60	113
61	114
62	115
63	116
64	117
65	118
66	120
67	120
68	120
69	120
70	120

Boosters



Information will be sent out later in the year, but we split the children into groups of varying size and it helps us focus our attention on the children who really need extra support and a push to maximise their ability/potential.

Booster groups take place on a Wednesday and a Thursday and it will focus on all three papers/question types.

SATs Breakfast

- ▶ We will once again be hosting our 'SATs Breakfast' where children come into school from 8.30 onwards, have a breakfast snack and a drink, calm any nerves, we go over any last minute facts from our knowledge organisers and prepared for the tests.
- ▶ Having them all in early also helps make a prompt start which is good for nerves.
- ▶ Worked really previously and will be something we do again this year. We'll send details out closer to the time.

Writing

- ▶ There is no test for writing – your child's writing will be judged against the KS2 writing framework.
- ▶ Teachers will assess your child's writing over a wide bank of evidence; not just in english but RE, topic and science.
- ▶ Children will be judged to be either working towards, working at or working above the expected standard.
- ▶ 25% of schools in Salford are chosen for moderation where schools have to evidence their judgments. We were last moderated two years ago and received some excellent feedback (new Head and Y6 teacher may trigger for this year!

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 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]

How can you help?

- ▶ Continue to support your children with their homework and encourage them to use spelling shed* and TTR. Homework books that reinforce the class learning sent out weekly.
- ▶ *Spelling shed will be used to reinforce classroom learning – rather than a stand alone test.
- ▶ Knowledge Organiser links are on the newsletter sent out last Friday – Eng and Maths ones have some valuable facts children should learn/know!
- ▶ During the Easter holidays we will send home some revision work.
- ▶ Keep encouraging them to read a range of books from a variety of authors at a good speed and ask them questions about what they've read.
- ▶ In the build up to the SATs we'll be doing lots of extra work in school so at home keep them calm and relaxed and take their minds off the tests!

Subordinate Conjunctions

Joins a subordinate clause and a main clause.

If, Since, As, When, Although, While, After, Before, Until, Because,

Try to remember these important subordinating conjunctions by remembering the phrase, 'I Saw A Wabub'

Coordinating Conjunctions

Joins two independent (main) clauses.

For
And
Nor
But
Or
Yet
So

Try to remember these important coordinating conjunctions by remembering the acronym: FANBOYS



Modal Verbs – Show degree of certainty or possibility.

Could, should, would, might, often, ought, can



Year Six
English
Knowledge
Organiser

Apostrophes

For possession: Shows us that something belongs to the subject, e.g. My Mum's bag.

Take care when using apostrophes with plurals, e.g. the pupils' coats.
(More than one pupil has a coat)

For omission: Shows us that a letter has been missed out to create informality, e.g. Do not do that = don't do that.

More Punctuation

Hyphen (-) – Creates compound words to give a clear meaning.

The man-eating shark.

The man eating shark.

Subjunctive form or mood

A verb form to express wishes, hopes, commands, demands or suggestions.

If I were the prime minister...

Noun Phrases – Gives detail about a noun but does not contain a verb

An ancient book in a leather sleeve was hidden in the library.

Passive and Active Voice

Active – Subject performs the action.

Passive – When the subject has something done to it.

If you see 'by someone' or can add by zombies to the end and the sentence and it makes sense you know it is written in the passive voice.

Prepositions: Indicate position of a noun in a sentence, e.g. over, by, under, along, for, down, through and in.

Commands, Questions, Statements and exclamations

Commands – begin with an imperative Verb, e.g. Wash your hands.

Questions – expect an answer in return e.g. Did you enjoy the trip?

Statements – tell the reader something e.g. The leaves fall off trees in autumn.

Exclamations – Must start with a How or What, e.g. What an amazing piece of work!

Determiners – A word before a noun and identifies the noun in further detail.

articles	a boy, an orange, the cat
demonstratives	this apple, that car, these shops, those girls
possessives	his hat, her homework, my book, their house
quantifiers	some rice, each word, every box
numbers	one chair, two men, three dogs
question words	which bag, what letter, whose computer

Clauses

Main clause – A simple sentence that contains a subject and a verb. It makes sense on its own, e.g. I went to school

Subordinate clause – Contains a subordinating conjunction. Adds detail to a main clause; is not a full sentence. The subordinate clause can appear at the start, end or middle of a sentence, e.g. I went to school while my brother stayed at home.

Relative Clause – A type of subordinating clause that always begins with a relative pronoun.
Relative Pronouns = who, whom, whose, which or that.

Punctuation

Colon(:) – Introduces a list or separates two main clauses when the second explains or describes the first clause.

Semi-colon(;) – joins two related independent clauses together

Dashes (–), brackets (), commas (,)
Used within a sentence to add additional information - Parenthesis
The cat (that didn't belong to me) was black.

Tenses – Tells us when in time an action took place

Past	Present	Future
Simple Past I walked We saw You ran	Simple Present I walk We see You run	Simple Future I will walk We will see You will run
Past Continuous/Progressive I was walking We were seeing You were running	Present Continuous/Progressive I am walking We are seeing You are running	Future Continuous/Progressive I will be walking We will be seeing You will be running
Past Perfect I had walked We had seen You had run	Present Perfect I have walked We have seen You have run	Future Perfect I will have walked We will have seen You will have run

Parts of speech

Comma → The child asked, "What are your plans for the weekend?"
Inverted Comma →
Capital letter →
Punctuation pre inverted comma →
Inverted Comma →

Tower Wood





Pre-trip information

- ▶ Approved Coach Company
- ▶ Insurance: Arranged with Salford LA.
- ▶ Building secure and locked at night.
- ▶ Fire drill on arrival.
- ▶ Qualified Instructors who lead all activities.
- ▶ Safety briefing for children before the trip to go over all the rules/expectations, which will be the same as what we expect on a daily basis in school time.



Accommodation

The Centre has an amazing location on Lake Windermere. It has a 107 bed capacity over several buildings, with the main Lodge offering relaxing lounge spaces with kitchenettes and a modern vibe.

Windermere Lodge can sleep up to 59. All the rooms are en-suite.

South Lodge sleeps 9 with each room again being en-suite.

Teaching staff will be in both accommodations.

Objectives of the visit

- ▶ Opportunity for children to experience new outdoor adventurous activities. (National Curriculum)
- ▶ To encourage co-operation and teamwork.
- ▶ Develop independence and a 'have a go' attitude.
- ▶ Enjoy time with one another, staff and to create lasting memories.
- ▶ Building relationships out of the classroom scenario
- ▶ To encourage children to be responsible for their belongings, tasks and duties.

Itinerary – Departure Day

- ▶ Children to arrive at normal time. Drop their bags in the forum and then they can line up on the playground as normal.
- ▶ We'll take children into class as we won't be leaving until 9.30/9.45am – you're more than welcome to wave us off.
- ▶ Arrive around 11.30, we will orientate ourselves with the centre before having lunch and getting settled.
- ▶ The rest of the day is filled with activities either side of an evening meal.

Itinerary – Main Activity Day

Breakfast

Morning activities/Full Day Activity

Dinner – sometimes the children take this with them off site

Afternoon activities

Tea

Evening activity

Bedtime

Itinerary – Departure Day

- ▶ Breakfast
- ▶ Remaining activities before lunch.
- ▶ Packing
- ▶ Depart Tower Wood at around 1.30 and hopefully be back at school for 3 – 3.30 and children can be collected from the playground/forum. We will inform the office if we encounter any delays.

Activities



- ▶ At least one of the activities will be utilising the fantastic location on Lake Windermere such as sailing, kayaking etc and then there will be some activities on land or off site – ghyll scrambling, caving, hiking.
- ▶ It is impossible to timetable an identical itinerary for every group, but everyone will have an array of fantastic things to have a go at with at least one water activity. It makes for interesting evening meal conversations finding out about everyone's day!
- ▶ The itinerary will be confirmed with centre staff on arrival once we've seen the weather forecast.

Groupings

- ▶ Activity groups will be mixed from both classes to encourage new friendships and new dynamics.
- ▶ Dorms are located on long corridors – most rooms are in pairs. Very little time is spent in them as we maximise the time we have together at the centre

What to bring – Key items to remember!

- ▶ Children will need a packed lunch on Wednesday and this should be brought to school in a separate bag from their luggage.
- ▶ SHOES x3.
- ▶ Layers + underwear/socks!
- ▶ Coat/Jacket for the evening.
- ▶ Bin Bag – wet clothes!
- ▶ Children do not need a sleeping bag – bedding will be provided.

What to bring

- ▶ They won't have much spare time; children can bring a book/cards or any home comforts.
- ▶ No phones/tablets/ipods and children also don't need to bring any money with them.
- ▶ The children will be extremely well fed so please don't send any extra supplies. We also have some children with allergies and we don't want any allergic reactions or incidents that can be easily avoided.

Medication

- ▶ Children should carry their inhalers with them at all times!
- ▶ Travel sickness tablets to be taken on morning of travel and one for the return journey labelled and handed to a member of staff.
- ▶ Any medication should be labelled with name and dosage in a bag or container and handed to a member of staff on the morning of departure.
- ▶ Please only send medicines such as paracetamol, calpol, cough medicine if child is feeling poorly on morning of departure and you think they are absolutely necessary.
- ▶ Please complete the additional needs form with any information you think we need to know to ensure your child has a memorable experience, e.g. sleep/anxiety concerns.

Many items of clothing are likely to get wet. It is often underestimated how many warm clothes are needed to ensure that the activities are enjoyed, whatever the weather.

Plenty of: complete changes of clothes

old, thick jumpers (fleeces are particularly good)

pairs of old tracksuit bottoms or similar. Jeans are unsuitable for outdoor activities

pairs of thick socks

3 pairs of shoes (1 pair for indoors, e.g. slippers, 1 pair for outdoors, 1 old pair of trainers for use on the lake)

Woolly hat and gloves/mittens

Toiletries

2 Towels

Night clothes

Swimming costume

Shorts

Torch and batteries

Underwear

Plastic sandwich box

Sun hat/cream (summer months)

Plastic bags for wet clothes

Hand Soap (this is only provided in the communal bathrooms)|

Any medication needed or mentioned on medical forms

Water bottle

Q+A

- ▶ Any issues let the school office know and they'll get a message to us.
- ▶ Tower Wood website – pics and more info.
- ▶ We will take pictures but due to time constraints and lack of signal you'll have to wait until later in the year to see them.