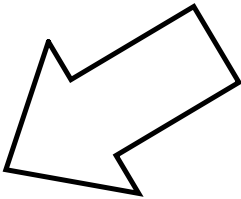


Y6 SATs

Friday 19th January
KS2 SATS Parent Workshop.

Parents, please sign in by highlighting your name on the sign in sheet (if it is not on the list, please add it) and then take a seat on the chairs.



Year sixes, please sit on the benches at the front.



Friday 19th January
KS2 SATS Parent Workshop.

Aims:

By the end of the session you will leave with a greater understanding of...

- when the SATs will take place
- what the year 6 SATs will involve
- the format of the test materials (what to expect)
- what it means to achieve the 'expected standard' by the end of KS2
- practical strategies to support children's learning at home
- how and when attainment results will be reported to parents.

First of all, what are the SATS?

Standardised Assessment Tests.

- They are statutory – not optional.
- All Year 6 children in the country take the same test on the same day. These are sat over 4 days and test the core subjects: Maths, Reading, Spelling Grammar and Punctuation.
- Writing is teacher assessed, the children do not sit a test.
- Attainment of all children in this group can be monitored and progress from KS1 can be measured (this cohort did not sit the KS1 SATS due to Covid-19).
- Data will inform primary, secondary and the government.

When will the SATS take place?

Key stage 2 tests

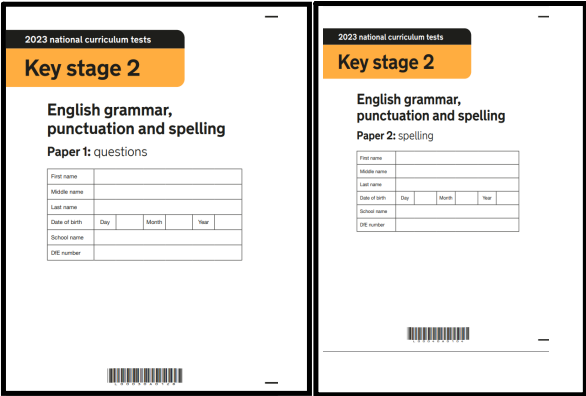
The statutory [key stage 2 tests](#) are timetabled from Monday 13 May to Thursday 16 May 2024:

Date	Activity
Monday 13 May 2024	English grammar, punctuation and spelling papers 1 and 2 Paper 1: 45 minutes Paper 2: 20 minutes
Tuesday 14 May 2024	English reading 1 hour
Wednesday 15 May 2024	Mathematics papers 1 and 2 Paper 1: 30 minutes Paper 2: 40 minutes
Thursday 16 May 2024	Mathematics paper 3 Paper 3: 40 minutes

What do they look like?

English grammar, punctuation & spelling is made up of 2 tests

- Paper 1: Short answer questions (focussed on grammar and punctuation).
- Paper 2: Spelling.
- The two papers combined total 70 marks.



Paper 1: Short answer questions (focussed on grammar and punctuation).
(There are 50 questions, worth 50 marks).

1 Which sentence is a **command**?

Tick **one**.

- The relay race will be next. ☐
- I hope I don't drop the baton. ☐
- Run as fast as you can. ☐
- I know you can win this race. ☐

1 mark

2 Tick one box in each row to show whether the sentence is an **exclamation** or a **question**.

Sentence	Exclamation	Question
How disappointing it was that it rained on sports day	<input type="checkbox"/>	<input type="checkbox"/>
How many times have you been to the swimming pool this week	<input type="checkbox"/>	<input type="checkbox"/>
How will you spend your summer holidays	<input type="checkbox"/>	<input type="checkbox"/>
How kind you are to give me this present	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

3 Draw a line to match each word to a **suffix** to make four different words.
Use each suffix only once.

Word	Suffix
social	ish
relation	al
child	ise
season	ship

1 mark

5 Circle the correct word in each underlined pair to complete the sentences below using **Standard English**.

- The autumn leaves was / were crunching beneath our feet as we walked along.
- We done / did a great job in picking the juiciest fruit for our pie.
- My brother didn't do anything / nothing to help us.

1 mark

6 Which pair of words are **antonyms**?

Tick **one**.

- marine submarine ☐
- unicycle bicycle ☐
- proper improper ☐
- act interact ☐

1 mark

4 Insert a **comma** in the correct place in the sentence below.

We will be planting seeds making a pond and looking for snails.

1 mark

Spelling

1. There was a lamb in the field.
2. I kept in touch with my old friends when we moved.
3. The questions were numbered from one to ten.
4. The cup of tea was so hot it was undrinkable.
5. We learnt the lyrics to the song.
6. You ought to wear your coat.
7. The footballer got a red card for misconduct.
8. We saw a glorious sunset.
9. The dog was trained to obey its owner.
10. The official spokesperson delivered a speech.

Page 2 of 4



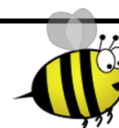
11. Each person's fingerprint is unique.
12. I found a puncture in my bicycle tyre.
13. The rain became steadily heavier during the day.
14. The mechanic fixed Mum's car.
15. I like most flavours of ice cream, but my preference is for chocolate.
16. Protein is one of the main food groups.
17. Giant pandas have substantial appetites.
18. We acted out a scenario in drama.
19. The optician recommended a pair of glasses.
20. A currant is a type of dried fruit.

END OF TEST

Page 3 of 4



- Spellings will be recited by either of us.
- They are said aloud within the sentence provided and the spelling word is also said in isolation.
- This paper is worth 20 marks.

**Spelling Shed**

2022 national curriculum tests

Key stage 2

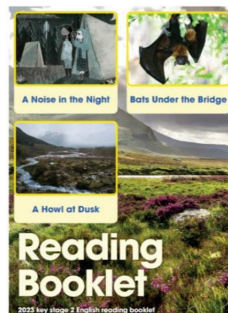
English reading

Reading answer booklet

First name			
Surname			
Last name			
Date of birth	Day	Month	Year
School name			
PIN number			

50 marks

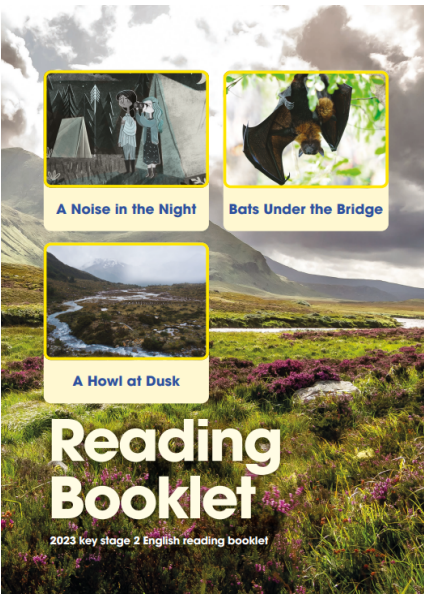
www.ncetm.gov.uk



TVET PRACTICES

The children have an hour to read 3 (sometimes 4!) unrelated texts of increasing difficulty and answer the associated questions. A mixture of text types are selected (e.g. stories, diary entries, poetry, reports).

- retrieve information (sometimes from a variety of sentences for an answer)
- infer meaning from a paragraph or from the texts as a whole
- summarise, compare and give an opinion
- explain why the author uses particular words and phrases
- know the meaning of words or predict them using their prefix knowledge.



Let's look at an example of one of the texts within last year's reading booklet...

Contents

A Noise in the Night	pages 4–5
Bats Under the Bridge	pages 6–7
A Howl at Dusk	pages 8–9

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing, she told herself strictly. It's a hedgehog, or a mole. It's something nice and harmless.*



The sound died away, and everything was quiet once more. But not completely. There was Abby's gentle breathing. Someone coughed in one of the other tents. It sounded like Toby. And then there was another sound – a deep throbbing that was growing steadily louder. Just for a second a bright light flashed across the tent as a car drove past the campsite, followed by another.

Priya was surprised, and now she was completely awake. They had only seen a couple of cars all day, and now two had come past together. Although, now she thought about it, one of them must have been a truck, or a tractor, because its engine had sounded much too deep for a car.

She looked at the dark hump beside her that was Abby, fast asleep. The noise didn't seem to have woken anyone else. She could still hear it, and she imagined the two cars, or whatever they were, reaching the foot of the hill and crossing the bridge by Greystone Farm. She heard the rattle as they crossed the cattle grid on the far side, so now they must be going along the other side of the valley.

For a while the sound didn't change and then, quite suddenly, it stopped. Priya wondered about that. Maybe they had stopped at the Jones's farm. Maybe the farmer had been out visiting someone in the other valley. Whatever it was, she was going to take a look.

Very quietly, so as not to wake Abby, she unfastened the zip of the tent. She pulled back the flap and realised she could see the whole valley, blue and black and silver in the moonlight. Directly opposite, on the far side of the valley, she saw two pairs of headlights, not moving. As she watched, the lights went out.

Then it hit her.

Rustlers! They had to be. It couldn't possibly be Mr Jones. Why would he have two vehicles? Why would he park there with the lights out? She knew she was right.

She wriggled back inside the tent and shook Abby's shoulder. 'Abby! Wake up!'

'What is it? What's going on?'

'Abby, something's happening. On the other side of the valley... I think they're stealing sheep.'

Abby groaned. 'It's the middle of the night. I'm asleep.'

'We have to do something,' Priya said. 'We have to tell the farmer. Abby, wake up!'

She shook Abby again, and this time Abby emerged from her sleeping bag rubbing her eyes. 'What time is it?' she asked. 'You'd better not be making this up.'

Priya looked at her watch. 'It's two in the morning,' she said. 'I can't believe the truck didn't wake you up. Have you got your binoculars?'

Abby grunted and got the binoculars out of her bag. Priya pulled on her shoes and went outside. Seconds later, Abby joined her.

'Show me,' she whispered. 'Where did you see them?'

Priya pointed, and heard a sharp intake of breath from Abby.

'You're right,' she breathed. 'Those are Mr Jones's sheep. We have to do something.'



Maths tests

Paper 1: Arithmetic (40 marks, 30 minutes).

Example arithmetic questions:

1

707 − 10 =

1 mark

2

= 6,138 + 456

1 mark

3

4 × 702 =

1 mark

4

= 8,005 + 408

1 mark

5

2 × 4 × 30 =

1 mark

6

= 10 × 96

1 mark

13

2,700 ÷ 3 =

1 mark

20

508

×

74

Show your method

2 marks

25

47

611

Show your method

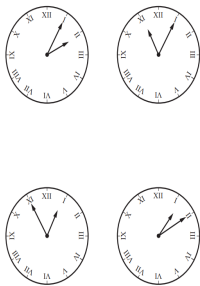
2 marks

At school, we have "arithmetic Fridays" each week. Each week introduces a new focus so that at the end of our 14 week block, the children are ready to tackle a full past paper for arithmetic. The children keep track of their weekly scores in the back of their Maths books.

Year 6 Arithmetic Tests - Small Steps			
Test Scores			
Test 1	Place Value, Addition and Subtraction	Date:	Score: /40
Test 2	Inverse Operations	Date:	Score: /40
Test 3	Short Multiplications	Date:	Score: /40
Test 4	Long Multiplications	Date:	Score: /40
Test 5	Short Divisions	Date:	Score: /40
Test 6	Long Divisions	Date:	Score: /40
Test 7	Square and Cube Numbers	Date:	Score: /40
Test 8	Adding and Subtracting Fractions with the same denominator	Date:	Score: /40
Test 9	Adding and Subtracting Fractions with a different denominator	Date:	Score: /40
Test 10	Multiplying Fractions	Date:	Score: /40
Test 11	Dividing Fractions	Date:	Score: /40
Test 12	Decimals - 4 operations	Date:	Score: /40
Test 13	Multiplying and Dividing by 10, 100, 1,000	Date:	Score: /40
Test 14	Percentages	Date:	Score: /40

Paper 2: Reasoning (35 marks, 40 minutes)
Paper 3: Reasoning (35 marks, 40 minutes)

1 Circle the clock that shows 5 minutes past 11



1 mark

4 Some children choose their favourite zoo ani
The pictogram shows the results.

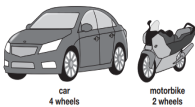
Key: stands for 2 c

Animal	Number of children
penguin	
elephant	
tiger	
giraffe	

How many more children choose tiger than elephant?

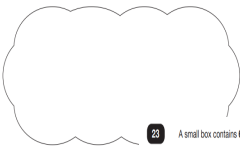
1 mark

5 Cars and motorbikes are parked in a street.



Stefan counts 3 motorbikes and 5 cars.
He counts 28 wheels altogether.

Explain why Stefan cannot be correct.

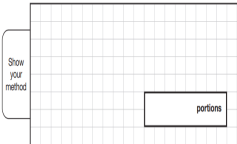


21 A small box contains 650 grams of cereal.
A large box contains 20% more cereal.

One portion of cereal is 40 grams.



How many full portions are in a large box?



2 marks

10 Ken thinks of a number.
He divides it by 3
The answer is 72

What number was Ken thinking of?

1 mark

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

$$\begin{array}{r} \square 235 \\ \times \quad \square 3 \\ \hline 9705 \\ 161750 \\ \hline 171455 \end{array}$$

2 marks

7 Here is a number sequence.

75 50 25

Write the next two numbers in the sequence.

1 mark

Writing

- The children will not complete a writing SATs test.
- Teacher assessments in writing provide a rounded judgement that is based on our knowledge of how your child has performed over time and in a variety of contexts.
- The judgements are made throughout the course of the year against a set of criteria known as the KS2 Teacher assessment frameworks. These provide a bullet pointed list of what the expected standard looks like for the end of Year 6.
- Teachers will take children's books to writing moderation (with other teachers from other schools and judgements are also made by the local authority.

Working towards the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none">• 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^a• write legibly.¹

Working at the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none">• 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^a (e.g. inverted commas and other punctuation to indicate direct speech)• spell correctly most words from the year 5 / year 6 spelling list,^a 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
<p>The pupil can:</p> <ul style="list-style-type: none">• 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.^a <p>[There are no additional statements for spelling or handwriting]</p>

Working towards the expected standard:

Piece B: Letter	Key
The class was asked to write a letter from the point of view of a soldier during the First World War. They were asked to empathise with the soldiers and explain their feelings in a letter to a relative. The focus of this session was on using appropriate vocabulary to fully explain their feelings.	[C] composition [GP] grammar and punctuation [T] transcription

<p>In this informal letter, Dani writes in role as a soldier away fighting in a war. The structure of a letter is used appropriately, with the correct greeting and an appropriate closing.</p> <p>Within the piece, Dani maintains a voice for the character, writing consistently as a concerned soldier fighting overseas.</p> <p>Paragraphs divide into 2 sections: one longer paragraph that deals with the current situation and another, single-sentence paragraph, suggesting a plan for the future. A degree of cohesion is achieved through the use of adverbials (when the war is over...), determiners (the war), and pronouns (I, my, he, the enemy), although this is not successful enough to provide evidence that Dani is working at the expected standard.</p> <p>[C]</p>	<p>Dear Princess,</p> <p>How is everyone? Is everyone all right? I am overwelled be fearful at the same time because my friend George was brave for fighting but he wasn't lucky for surviving and got shot 5 times in his face Joshua nearly got shot in his head. How are the twins Snow Ball and Lightning Dust? How is the cat Tom? Still far? I miss you him terribly. What about you my love, how are you? I think of you every day and every night.</p> <p>When the war is over we will go on Holiday somewhere.</p> <p>That is all for tonight.</p> <p>Love from,</p> <p>Terrell</p> <p>Dani's choices of vocabulary (my love, terribly) and the reference to when the war is over all help to show the letter is from a different time.</p> <p>[C]</p>	<p>Opening with 2 repeated questions provides an effective way of showing the writer's concern and worry. Immediately setting the scene for the letter. Further questions effectively continue this theme.</p> <p>[C]</p> <p>Although they are not always spelled correctly, Dani has made good vocabulary choices to convey the strength of the character's emotion.</p> <p>[C]</p> <p>While not entirely realistic, Dani has attempted to use repetition of verbs (for fighting, for surviving) here for effect and cohesion.</p> <p>[GP]</p> <p>Although the choice of verb is not precise - 'was shot' might be more accurate when writing in this role - it might be considered an appropriate choice for a letter to a relative.</p> <p>[GP]</p> <p>Spellings of more ambitious vocabulary choices are mostly phonically-plausible (overwelled or correct (fearful, surviving)).</p> <p>[T]</p> <p>Handwriting is legible although mostly not joined.</p> <p>[T]</p>
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Piece D: Description	Key
As part of the unit based on <i>Street Child</i> by Berlie Doherty, the class was given a picture of a street scene from Victorian London. Using this image, their knowledge of the book and their own ideas, the pupils were asked to write in role as Jim Jarvis, describing the scene as he walks along the road. The focus in this session was on the use of language, especially using adverbs to start a sentence. Adverbs were practiced orally - using them to start various sentences - before the pupils began writing.	[C] composition [GP] grammar and punctuation [T] transcription

<p>This short first-person narrative describes a Victorian street scene from the perspective of Jim Jarvis, a young boy who has escaped from the workhouse. The piece attempts to paint a picture of the scene, although the focus is often on the feelings of the character rather than a description of the scene itself.</p> <p>Cohesion is achieved mostly through adverbials. (Immediately, As I rapidly rushed down the street), although these are less evident in the later paragraphs, meaning cohesion falters as the writing proceeds.</p> <p>[C]</p> <p>Dani's attempts to use precise vocabulary to communicate specific ideas vary in their success. On occasion, specific words convey an exact meaning (troting (trotting); rapidly (rejoicing)), but other words are not always used in a context where they make sense (the big (broad) streets). Through reading and trying out words in this way, sometimes getting it wrong and receiving feedback, Dani's vocabulary will develop over time.</p> <p>[C]</p> <p>The words from the year 3 / year 4 and year 5 / year 6 lists that are used in this piece are usually spelled correctly (e.g. breath, women, immediately) but not always (e.g. hard (hard), blinding). The spelling of words that should have been secured in previous years is inconsistent, including some spelling work from key stage 1, such as aspects of phonics such as the vowel digraphs (hard for heard), doubled consonants (troting, rapidly), the -ed suffix and some homophones (there / their). Securing these aspects of phonics and spelling will need to be a focus for Dani in the future. The teacher has determined, however, that the gaps in spelling from previous years are not a limiting factor that prevent Dani from being judged to be working towards the expected standard overall.</p> <p>[T]</p>	<p>Immediately, I smell the goodness of bread fresh bread and salty fish salt fish as I walk down down the Kaco street's. As I rapidly rushed down the street, I hid carefully so the police-man do did not see me s or he don't send me back To the work house and the smoke.</p> <p>Hardly out of breath, I walking walk done down the wet path pathment past the dog and hard the horses troting across the brick rode rodes.</p> <p>Path Path Rai paths and the nosie of two women having a argument about something that I don't even k know about.</p> <p>I feel really scared because my mother isn't with me and nervous because some one could snail or snach me like the police could snach me and take me to there house or take me to g Jail till I get older and let me out.</p> <p>The sight that I see are shops, bludings, people and structures like the shard, the Big ben and the spear.</p> <p>While it is positive that Dani has used existing knowledge to describe the setting, the inclusion of modern buildings jars with the world of the story, affecting the cohesion of the piece overall, something that might be avoided in the writing of a pupil working at the expected standard.</p> <p>[C]</p> <p>While Dani remains consistently in character, sharing Jim's feelings well, the sentence structure in this paragraph has become confused, combining too many ideas together in one sentence. This makes it difficult for the reader to follow. Dani is still learning to select grammatical structures to make meaning clear in order to share ideas with the reader.</p> <p>[GP]</p> <p>The use of verb tenses is not consistent, alternating between past tense (smell (smelled), rushed) and present (see / walk; I feel). A pupil working at the expected standard should 'use verb tenses consistently and correctly throughout their writing'.</p> <p>[GP]</p> <p>Many capital letters, full stops and commas (including for fronted adverbials) are used correctly, but not consistently. The apostrophe for contraction is correct (isn't) but the apostrophe is also used where it is not needed (street's).</p> <p>[GP]</p>	<p>While Dani uses adverbs to good effect to build cohesion and add detail across the piece, these are sometimes overused, as in this case where 'rapidly' is unnecessary as we already know Jim is rushing.</p> <p>[C] [GP]</p> <p>Dani adds small details to bring the scene to life effectively, using expanded noun phrases to describe the scene in detail for the reader (the wet pathment; the brick paths).</p> <p>[C]</p>
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Working at the expected standard:

Leigh: annotations

Piece A: Short story	Key
Pupils explored and acted out the five stages of a journey through a rainforest, in which weather was used to suggest a change in atmosphere or fortune. They then wrote their own five-stage story, set in a different location, introducing a clue, which would be used later in the story to help the narrator reach their destination.	[C] composition [GP] grammar and punctuation [T] transcription

This short narrative takes the form of a journey story in 5 stages (opening, build-up, problem, further problems, resolution). The main character is confronted with 3 obstacles (frostbite, a blizzard, an encounter with a snow leopard) that are overcome by the end of the story. Chronologically-ordered paragraphs drive the narrative forward, from the phone call that initiates the journey, through each of the 3 challenges, to the simple but appropriate resolution. Cohesion is achieved through the use of adverbials which help to sequence the events (immediately, As soon as, Eventually, When a few minutes, In time) and accurate use of pronouns.

“Lauren, I have just received a phone call from work, because we need to go to Antarctica so I can report the weather!” exclaimed mum as she put some winter clothing in a suitcase and the two tatty-looking passports in her bag. Immediately, Lauren put on her brand new winter boots and her waterproof fur coat. As soon as all the bags were packed they ran extremely fast to where Lauren’s mum’s BMW was parked and they set off for Gatwick Airport.

Eventually, they arrived in Antarctica where the film crew were waiting for Lauren’s mum to report the news, causing Lauren to be left alone and find the winter hut herself. As soon as her mum left, she started-picked up the bags and began to walk. Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren with a frost-bite very painful frost bite. (What might she do now with to get rid of the frost bite?) she thought to herself, but gradually it melted from the warm heat of her coat.

Within a few minutes, Lauren carried on with the journey when a bundle of hail stones constantly crashed down onto her head as a blizzard slowly

Opening with dialogue introduces the characters, establishes the setting and provides a rationale for the journey, advancing the action in the story from the very beginning. [C]

Expanded noun phrases (two tatty-looking passports, her brand new winter boots, incorporating preposition phrases (a phone call from work), convey detail concisely. [GP]

A multi-clause sentence displays a range of clause structures, including a relative clause (where the film crew were waiting). This control of language is good, although the choice of verb (causing) lacks the precision that might be used by a pupil working ‘at standard’ [GP]

Positioning the pronoun before the noun (her, Lauren) supports cohesion effectively within the sentence. [GP]

The question makes good use of the modal verb (could) to suggest degree of possibility. [GP]

Sentence structure and grammar across the piece are controlled effectively, but the pupil relies too much on fronted adverbials; many of the sentences begin in this way. Greater variety for specific effect might be expected from a pupil who would be judged to be working at greater depth in writing. This should not be a target for this pupil. [GP]

occured, right in front of her. There was no way of escaping the disastrous snow storm because it would only plough what was in front of it (which was Lauren).

Menacingly, a snow-leopard approached her, as if from nowhere, with an angry mind – ready to attack. Lauren was stuck between a fierce snow-leopard and a powerful blizzard, knowing there was no-one to help her and no way to escape.

A fronted subordinate clause brings focus to Lauren’s determination and resourcefulness, setting up the rest of the narrative. This construction is used very well here. [GP]

Fortunately, Lauren realised she had her super strong, winter boots on and a immediately took one of them off. Determined to escape, she flung one of the boots onto the snow-leopard, causing it to limp away in agony. Relieved, she cried with happiness and leaped with joy that she was finally free from that vicious leopard.

In time the blizzard disappeared, the hailstones had stopped and everything was calm again. Lauren arrived at the winter hut and ran for the lift.

Spelling is mostly correct. There is some inconsistency when adding the ‘y’ suffix to words ending in ‘i’ (immediately/immediately, extremely. Fortunately, ‘immediately’ is one of the words in the year 5 list. Spelling list, as is ‘hour’, which is also incorrect when the ‘u’ suffix is added (occured). Another word in that list, disastroun, is spelled correctly. The word ‘disappeared’ from the year 3/ year 4 spelling list is not correct (disappeared). [T]

Inverted commas, commas for clarity (including after most fronted adverbials), a dash to mark a strong afterthought, and brackets for parenthesis are used correctly. The parenthesis in the fourth paragraph is inappropriate as it does not mark the boundary between two independent clauses. [GP]

Commas for parenthesis are used effectively here to highlight the approach of the snow leopard. [GP]

Co-ordination is used to balance noun phrases and clauses, emphasising the scale of Lauren’s predicament and the absence of options. [GP]

The device of the snow boots coming to the rescue has been set up across the narrative, supporting cohesion across the text (her brand new winter boots, her super strong winter boots, one of them, one of the boots). [C]

While the narrative is written in a satisfactory way, the ending is somewhat rushed compared to the detailed and clearly-written opening. [C]

The paired backslashing is legible. [T]

Piece F: Diary

During a project on Darwin's journey to the Galapagos Islands, pupils deconstructed descriptive passages from Gerald Durrell's *My Family and other Animals*, and role-played sections of historical diaries, including one written by Queen Victoria on the eve of her coronation. Pupils then planned and wrote the diary entry of an explorer from history, who had just discovered a new place and/or species.

Key

- [C] composition
- [GP] grammar and punctuation
- [T] transcription

This morning, 4th April in the year of our Queen 1866, I proceeded to the African grasslands (Kenya) in search for new examples of fauna and flora. **[May]** say, I was astonished to meet the chameleons, which have only been seen once before in 1632.

As the sun rose, I managed to keep calm whilst standing amongst the most deadliest species of plant on this grassland. Interestingly, the plant was named the Octavia Gun Plant because, when threatened, it shoots out poison darts. Following this, I was alarmed to witness the venomous plant instantly kill a defenceless creature from by just one touch. The most shocking effect from this tragic death, was the permanent pain of the animal.

As the day carried on, I proudly stood next to the rare chameleons (only seen once before in 1632) which were all dressed alike and beautiful. I cannot say how extraordinary it was, to watch them all change their bright colours on their scaled skin; wine-red, astat-blue,

buttery-yellow, emerald-green and so many more colours which I didn't know existed. My colleague, who inspired me to ~~come-on-to~~ join him on this journey and risk my life to find this animal said, "This has been such an **eye-popping** journey and Lady Annie Hudson and ~~me~~ I feel very brave to have set out on this journey alone."

Once the sun had set, my colleague and I **proceeded** back to the schooner as a destructive tsunami hit the rocky shore. The ship moved back and forth in time with my rapid heart thumps, but I **knew** thought for sure that I wouldn't survive! Luckily, within a few minutes a life guard, who was in a hot air balloon, somehow managed to pull down a ladder and rescue us to safety.

Here I am exhausted, safe and in a dry ship, which the life guard gave to us since the schooner sunk. Tomorrow, ~~to~~ hope will be as action-packed as **what** today's been!

Although the hyphen is correctly used, the adjective is inappropriate for the tone of the piece. [GP]

The pupil carefully selects verb forms for meaning and effect: the past perfect (had set) indicates an action already completed; the simple past (proceeded/ hit) indicates two events that take place in quick succession; and the modal verb (wouldn't) suggests the likelihood of the narrator's impending death. [GP]

A multi-clause sentence conveys detail concisely through the use of adverbials, prepositional phrases and expanded noun phrases, establishing the time, place and purpose of the expedition. [GP]

The choice of modal verb corroborates very successfully to the formal tone, reflecting the age. [GP]

A relative clause, incorporating the passive form (have... been seen), modifies 'chameleons', provides additional information and maintains the formal tone. [GP]

While the choice of words is not perfect (most clauses), this multi-clause sentence incorporates a fronted subordinate clause establishing the time of day, and a final subordinate clause (introduced by whilst) which reveals the full extent of the danger faced by the narrator. [GP]

Again, through careful selection of verb forms, the pupil manages transitions between the present situation, earlier events and anticipation for the following day. [GP]

Inverted commas, commas for clarity and punctuation for parentheses (including commas and brackets) are used correctly. Hyphens are correctly used (wine-red, astat-blue, action-packed). The use of the semi-colon is correct as it does not mark the boundary between 2 independent clauses. [GP]

Spelling is mostly correct. Leigh has used a dictionary to support the spelling of some challenging vocabulary (colleague, schooner, chameleon, tsunami). [T]

The joined handwriting is legible. [T]

Working at greater depth:

Place D: Newspaper report

After reading 'The Giant's Necklace' by Michael Morpurgo, and drawing on prior learning about the features of newspaper reports, pupils assumed the role of a journalist to report the story in the style of the local newspaper.

Key

[C] composition
[GP] grammar and punctuation
[T] transcription

This piece draws on the reading of a class novel and successfully pinpoints key events to inform the writing of a report for a local newspaper.

The reporter, well aware of the attractions and the inherent dangers of the landscape, represents the community in extending sympathy to the distraught family, while also implying that responsibility for these tragic events might lie with Cherry's parents.

Cohesion is achieved through a range of devices, including pronouns, repetition of place names, and chains of reference (The parents, Ed and Nicola, Mr and Mrs Stone, Cherry's parents).

Skillful management of shifts in time between past, present and future events links the factual information (She was found... lying on the sand), speculation (The search party believe...), reported witness statements, and editorial comment (It's very crucial...).

Appropriate presentational devices, including a powerful headline and sub-headings, orientate the reader! [C]

The Cornwall News

Young Girl Drowns at Zennor head

By F. Xxxxxxx

Yesterday, at dusk, Cherry Stone drowned at Boat Cove, supposedly making a necklace of cowrie shells for a 'giant'.

The Giant's Necklace

Cherry, aged 10, had been determined to finish a necklace she had been making out of glistening pink cowrie shells. She had been told to be home for tea but little did her family know that she would never return again. Police officers and detectives have looked into the disaster and think that she was cut off in Boat Cove and then attempted to climb a steep cliff face. Had she already drowned? Was she already dead?

Zennor, located in Cornwall, is a usual happy annual holiday visit for the

The article opens with a succinct formal statement. It provides essential detail and establishes a suitable tone for a newspaper report. [C]

Verbs forms, selected for meaning and effect, skilfully manage transitions in time as the reporter seeks to reconstruct, interpret and communicate the sequence of tragic events. Carefully-chosen phrases, reflecting the language of sensational newspaper and TV journalism, create a sense of drama (little did her family know that she would never return). [GP]

A shift to present tense verb forms supports a well-managed shift from the speculation of the historical questions above to authorial comment on known facts. [GP]

Stone family. It's very unusual for a girl of Cherry's age to be left alone on a beach late in the evening. The parents, Ed and Nicola, are distraught.

At The Beach

Mr and Mrs Stone have started a campaign to stop children being on the beach by themselves later than 5.00. Mrs Stone told us that Cherry was a very independent girl so they thought she would be fine. But nobody can be fine once they have been cut off by a tide and thrown around by an Atlantic wave.

The Stone's

"We were joking around with her just hours earlier and now she's dead" said one of her brothers, Felix.

Another one of her brothers recalled that she had been making a cowrie shell necklace since the start of their holiday two weeks before. They explained that she needed only a few more inches to reach the toaster - but tragically those inches cost her her life!

An Atlantic Storm

Zennor Head coast guards searched the cove all day until they found

Model verbs have been carefully selected to show a contrast between the apparent naivety of the parents and the rather more judgemental stance of the reporter. [GP]

Frankie demonstrates good awareness and control of language here, deliberately employing an informal style in the direct speech we were joking... now she's dead and the more formal style of the reporter. [GP]

The passive constructions chosen here help to create the impression of Cherry as a helpless victim of the sea. [GP]

Frankie chooses to close with a simple statement sharing details for the funeral - a simple way of underlining the finality of the tragedy and leaving the reader to reflect on events. [C]

All spelling is correct, including cowrie and distraught. [T]

Cherry's dead body. She was discovered a mile or so out from Boat Cove, lying on the sand, surrounded by seaweed and cowrie shells. The search party believe that she was collecting shells and the sudden change of weather came quickly she didn't have enough time to get away. Once she had been dragged under by the sea, she had been carried away from Boat Cove. Half way up a nearby cliff, searchers found a collection of perfect-looking cowrie shells wrapped in a towel. Cherry's parents confirm that these were Cherry's.



A Funeral For Cherry

There will be a funeral for Cherry Stone at St George's Church in Cornwall at 5.45 on Saturday the 19th of June.

The decision to word process this piece is appropriate to the newspaper form. [T]

A range of punctuation is used correctly, including commas to indicate parentheses, punctuation to indicate direct speech and a hyphen to avoid ambiguity. A dash and a colon are used correctly to mark the boundary between independent clauses. [GP]

Colons used accurately to mark the boundary between independent clauses, enabling the second clause to amplify the information in the first. [GP]

The cowrie shells are picked up again at the end of the piece, a motif that runs through the story, providing a poignant ending that reflects the opening of the text. [C]

Science

The children are taught Science, weekly, by Mrs White.

There is no test for Science.

Teacher assessment considers:

- Working scientifically
- Knowledge of the national curriculum.
- In-school moderation

Outcomes: EXS or HNM

(expected standard or has not met)



How are the SATS marked/graded?

- The papers are collected at school, sealed and sent away to be marked externally.
- Results are **has met the expected standard** or **has not met the expected standard**.
- Each child is then given a scaled score that ranges from 80 to 120, with a score of 100 or more meaning that the child has achieved the expected standard.



English reading

Raw score	Scaled score
0-2	No scaled score
3	82
4	83
5	84
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	95
17	95
18	96
19	97
20	97

Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	101
27	102
28	103
29	103
30	104
31	105
32	105
33	106
34	107
35	108
36	108
37	109
38	110
39	111
40	112

Raw score	Scaled score
41	113
42	114
43	115
44	116
45	116
46	119
47	120
48	120
49	120
50	120



Mathematics

Raw score	Scaled score
0-2	No scaled score
3	80
4	81
5	82
6	83
7	84
8	85
9	86
10	87
11	88
12	89
13	90
14	91
15	92
16	93
17	94
18	95
19	96
20	97
21	98
22	99
23	100
24	101
25	102
26	103
27	104
28	105
29	106
30	107
31	108
32	109
33	110
34	111
35	112
36	113
37	114
38	115
39	116
40	117
41	118
42	119
43	120
44	120
45	120

Raw score	Scaled score
46	121
47	122
48	123
49	124
50	125
51	126
52	127
53	128
54	129
55	130
56	131
57	132
58	133
59	134
60	135
61	136
62	137
63	138
64	139
65	140
66	141
67	142
68	143
69	144
70	145
71	146
72	147
73	148
74	149
75	150
76	151
77	152
78	153
79	154
80	155

Raw score	Scaled score
81	156
82	157
83	158
84	159
85	160
86	161
87	162
88	163
89	164
90	165
91	166
92	167
93	168
94	169
95	170
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114	189
115	190
116	191
117	192
118	193
119	194
120	195



English grammar, punctuation and spelling

Raw score	Scaled score
0-2	No scaled score
3	80
4	81
5	82
6	83
7	84
8	85
9	86
10	87
11	88
12	89
13	90
14	91
15	92
16	93
17	94
18	95
19	96
20	97
21	98
22	99
23	100
24	101
25	102

Raw score	Scaled score
26	103
27	104
28	105
29	106
30	107
31	108
32	109
33	110
34	111
35	112
36	113
37	114
38	115
39	116
40	117
41	118
42	119
43	120
44	121
45	122
46	123
47	124
48	125
49	126
50	127

Raw score	Scaled score
51	128
52	129
53	130
54	131
55	132
56	133
57	134
58	135
59	136
60	137
61	138
62	139
63	140
64	141
65	142
66	143
67	144
68	145
69	146
70	147
71	148
72	149
73	150
74	151
75	152
76	153
77	154
78	155
79	156
80	157

How will results be returned to parents?

- You will receive your child's end of year report as usual.
- Enclosed within this will be a sheet detailing whether your child **has met the expected standard** for Maths, Reading, Grammar Punctuation and Spelling, Writing and Science or **has not met the expected standard**.
- Depending on when the school receive the results, year 6's reports **may** be the week later than their siblings in years reception - year 5. This is dependant on when SATS results are received by the school.

How can we support the children?

- At school, we have begun familiarising the children with SATS style questions, conducting our own gap analysis to detect areas which require more input/support.
- Our timetable will be largely revision based on the approach to SATS week.
- We will hold a practice SATS week (week commencing 6th May) to familiarise them with the layout of the hall and mirror what SATS week will actually look like to them.
- Continue reviewing past papers.
- Visiting our school library with the children and encouraging them to select a book.
- Keeping our book corners up to date with wish list (and various other!) texts for the children to read.
- Delivering our Guided Reading and English lessons using high quality, engaging texts.
- Using the White Rose to sequence the children's learning of maths, accessing both arithmetic and reasoning and problem solving tasks.
- Understanding that the children may feel anxious. During SATS week, school will open at a slightly earlier time of 8.30am to give the children the opportunity to have some toast together for their breakfast. It is not compulsory but would be a nice start to the morning for the class to share together.

How can you support the children?'

- Read, read, read!!! Build Reading stamina! Concentration on sustained reading- high quality texts including poetry. Could you take a trip to a local library?
 - Encourage/support learning spellings that are sent home via the Spelling Shed.
 - Arithmetic – timetables, rapid recall, logging into Times Table Rockstars.
 - Reminding your children of the importance of completing their homework. Tasks are set to recap the week's learning.
 - Sample materials can be accessed online for free: <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials> or CPG books can be purchased (optional).
- Recognise the importance of not taking holidays in the weeks up to (and during!) SATS week.

Year 6 Reading Wishlist

These are books we think you will enjoy reading on your own and with your adults in addition to your school reading books. You do not need to read all of these straight away but you should aim to read all of these by the end of the school year! Please do not just go and buy all of these books, perhaps look over with friends and family or use the library/ school. Please tick off when you have read a book on this list and be ready to share with your teacher what you liked about it. The children will receive raffle tickets, which could win them a prize for each book that is ticked off!

Holes by Louis Sachar
Fireweed by Jill Paton Walsh
Skellig by David Almond
Friend Or Fox by Michael Morpurgo
Kensuke's Kingdom by Michael Morpurgo
Goodnight Mr Tom by Michelle Magorian
High-rise Mystery by Sharon Jackson
Miles Morales: Shark Waves by Justin A. Reynolds
Treasure Island by R.L. Stevenson
Being Me: Poems about Thoughts, Worries and Feelings by Laura Mucke, Liz Brownlee, and Matt Goodfellow
On Your Marks, Get Set, Gold! by Scott Newman
The Bacteria Book: Gross Germs, Vile Viruses, and Funky Fungi by Steve Mould

Y6 SATs

ANY
Questions?

Slides will be available on the website for you to revisit at a later date.

