

'Get Ready for Year 6 English SATs'



**Monday 22nd
January 2018
6pm**



Let's recap...



SATs = Standard Assessment Tests

Compulsory national tests for primary school pupils at the end of Key Stages 1 and 2.

Alongside Teacher Assessment, they are currently one of the main means of assessing pupil attainment and progress at the end of their primary school education.

These are formal tests and **all** children in Year 6 are legally required to complete the tests.

The test week will be from the Monday 14th till Thursday 17th May 2018.

The tests are all marked externally and results are usually returned to school in June/July.

SATs results are reported in your child's end-of-year report, alongside Teacher Assessment.

2016 WAS A YEAR OF GREAT CHANGE...



New 2014 Curriculum content.

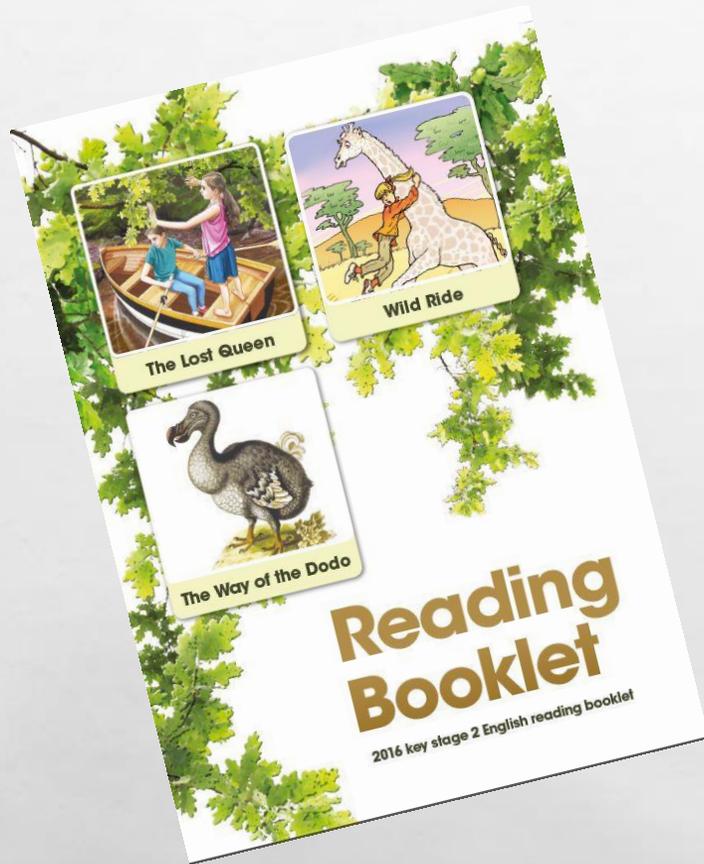
Much harder than previous tests. Children who were previously judged to be above national expectations were now more likely to be judged as being 'at national expectations' ie: average ability.

Scaled scores are given for the SATs tests.

A scaled score of 100 indicates your child is in line with the 'national average'.
Your child's score will indicate their attainment in relation to this.

Teacher assessment will indicate whether your child is 'working at' or 'towards expected standard', with an additional assessment of 'working at greater depth' for writing.

What are the 'English' SATs tests?



2016 national curriculum tests

Key stage 2

English grammar,
punctuation and spelling

Paper 1: questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

2016 national curriculum tests

Key stage 2

English grammar,
punctuation and spelling

Paper 2: spelling

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

Reading Test

Hotly contested and debated in 2016: notable increase in level of difficulty.

Testing pupils' ability to read and to understand what they have read.

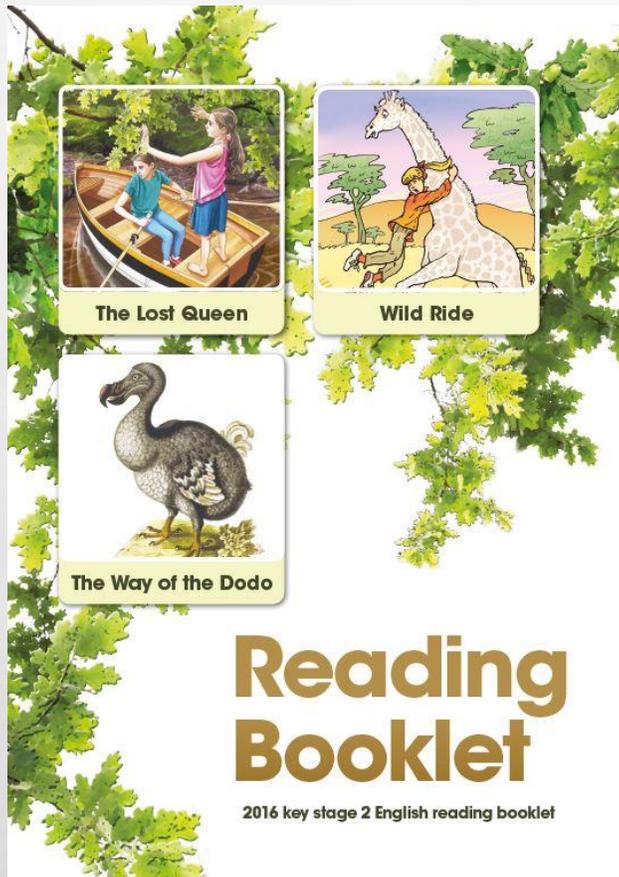
3 separate texts and associated questions. No increasing difficulty.

1 hour to read the text and answer the questions.

Best approach: read one text and answer the related questions before moving on to reading the next text and so forth (ie: 20 mins per text).

Variety of ways to record answers:

- Short answers (box or line for single word)
- Several line answers (2 lines for a few words or short sentence)
- Longer answers (large box - more detailed answer needed)
- Selected answers (tick, underline, circle, draw lines to, etc)



8 reading skills being assessed:

- 1) Ability to give or explain the meanings of words in context (10 out of 50 marks)
- 2) Ability to retrieve and record information/identify key details from fiction and non-fiction (15 out of 50 marks)
- 3) Ability to summarise ideas from more than one paragraph (1 out of 50 marks)
- 4) Ability to make inferences (figure things out!) from the text and to explain and justify these with evidence from the text (18 out of 50 marks)
- 5) Predict what might happen from details stated and implied (3 out of 50 marks)
- 6) Identify/explain how information/narrative content is related and contributes to meaning as a whole (1 out of 50 marks)
- 7) Identify how meaning is enhanced through choice of words and phrases (2 out of 50 marks)
- 8) Make comparisons within the text (0 out of 50 marks)

Common issues with the Reading Test:

- Pupils running out of time and not completing the test. Slow reading - importance of independent reading in class and at home to improve reading speed.
- 'Guessing' answers - most of the answers are there in the test! Locate them!
- Where asked to give 2 examples, make sure they are *different* examples.

5

...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

1. _____

2. _____

2 marks

- Longer and detailed answers are too short and don't include evidence from the text to support their answers. P = Point E = Example E = Explain
- Pupils don't READ the question or their answers carefully!
- **Find and copy one** word in the paragraph that tells us the summer afternoon was quiet...
- **Tick one** box...
- Unclear answers - handwriting, spellings, sentences don't make sense...

EGPS: English Grammar, Punctuation and Spelling Test

Again, hotly contested and debated in 2016: notable increase in level of difficulty.

Testing pupils' understanding of grammar and punctuation and their ability to identify or supply examples of such.

2 separate tests:

Grammar and Punctuation (45 minutes - around 46 questions)

Simple ways to answer:

- Multiple choice: circle, tick, draw lines to, underline, write letters, etc.
- Short answers: lines or boxes given for a word, a few words or a sentence to be given.

Spelling (not timed - roughly 15 minutes - 20 spellings)

Supply correctly spelled words from teacher diction.

2016 national curriculum tests

Key stage 2

English grammar,
punctuation and spelling

Paper 1: questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

What is assessed?

- Understanding of grammatical terms and word classes
- Functions of sentences
- Combining words, phrases and clauses within sentences
- Verb forms, tenses and consistency
- Punctuation
- Vocabulary
- Standard English and formality

Knowledge of grammar and punctuation assessed in the 2016 test

Grammar

Suffixes, Prefixes and Root words
Conjunctions
Objects
Determiners
Adverbs and adjectives
Simple present and past tenses
Present and past progressive tense
Pronouns and possessive pronouns
Modal verbs
Sentence types
Parenthesis
Prepositions
Main and subordinate clauses
Synonyms and Antonyms
Writing words as both verbs and nouns (eg: point)
Active and Passive voice
Past and present perfect tense
The subjunctive form
Understanding of Standard English

Punctuation

Question marks
Colons
Inverted commas
Commas
Hyphens
Apostrophes for contraction
Apostrophes for possession
Exclamation marks
Capital letters
Semi-colons

Common issues...

- Speed and pacing - running out of time and leaving questions unanswered.
- Not reading questions, key words or options carefully.
- Not thinking or using what they know or is obvious!
- Untidy handwriting - difficult to read words.
- Absence of a capital letter and/or full stops in answers where sentences need to be given.
- Retention and recall of learning.

10

Tick one box in each row to show if the sentence is in the **present progressive** or the **past progressive**.

Sentence	Present progressive	Past progressive
Joey was playing football in the park after school.		
Joey's football skills are improving all the time.		
Joey is hoping to be a professional footballer.		

1 mark

15

Which sentence is written in Standard English?

Tick **one**.

I went to the library and done my homework.

They seen their friends at the cinema.

I been to the circus with my aunt and uncle.

I sang with the school choir in the concert.

1 mark

16

a) What is the **name** of the punctuation marks on either side of the words which was a spaniel in the sentence below?

Jay's dog (which was a spaniel) loved to play with its squeaky bone.

1 mark

b) What is the name of a **different** punctuation mark that could be used correctly in the same places?

1 mark

20

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

There are Roman ruins near our village they are
being excavated next week.

1 mark

24

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

He walked through the doorway and sat behind the desk.

1 mark

27

Underline the **subordinate clause** in each sentence below.

Although it was getting late, Dan still hadn't finished his homework.

If you get hungry, help yourself to a snack.

I really enjoy swimming, despite finding it difficult.

1 mark

30

a) Insert a **comma** in the sentence below to make it clear that **only** Sally and Bob went to the cinema.

After they left Jon Sally and Bob went to the cinema.

1 mark

b) Insert **commas** in the sentence below to make it clear that **all** three children went to the cinema.

After they left Jon Sally and Bob went to the cinema.

1 mark

39

Underline the **relative clause** in the sentence below.

The old house that is next to our school is for sale.

1 mark

40

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

1 mark

45

What is the function of the sentence below?

How well you've done

Tick **one**.

a question

a command

a statement

an exclamation

1 mark

46

Which sentence uses the **present perfect form**?

Tick **one**.

Jo went shopping on Saturday and she bought a whole new outfit.

The girl entered at the last minute and won the race!

My sister was a reserve, but she scored the winning goal.

My dog was very naughty, but since the classes he has been much better.

1 mark

Spelling task

1. Jordan's messy room was in a state of _____.
2. David gave a _____ on the door before entering.
3. Anita was _____ her shoes.
4. The coat was made from a _____ fabric.
5. I am _____ you help with your homework.
6. Eagles have excellent _____.
7. All _____ his hat in the crowded cloakroom.
8. The mountains could be seen in the _____.
9. Freya thought that her painting was _____.
10. It is _____ to drop litter in the playground.
11. The tiger stalked its _____ through the jungle.
12. Compared with _____ years, the team did well.
13. My _____ Ryan has red hair.
14. My brother has a _____ for music.
15. Jasmine's _____ expression showed how happy she felt.
16. The children needed _____ rucksacks for the visit.
17. I needed to fill in my _____ on the form.
18. My mum painted the _____ blue.
19. There is a great _____ in accents across Britain.
20. The mother swan _____ guarded her nest.

END OF TEST

Common Issues

- Ability to spell...
- Incorrect use of the spelling rules learned throughout school.
- Non-application of the spelling skills learned
- Unclear handwriting/letters = no mark!

What about writing?

- Attainment and progress in writing no longer tested in the SATs.
- Internal teacher assessment (using an Interim Framework) throughout the school year of a variety of writing genres and skills.
- Internal and (possibly) external moderation of the teacher assessment of writing.
- Pupils assessed as either: working towards national standard; working at expected standard; working at greater depth within expected standard.

How can we help our lovely Year 6s?

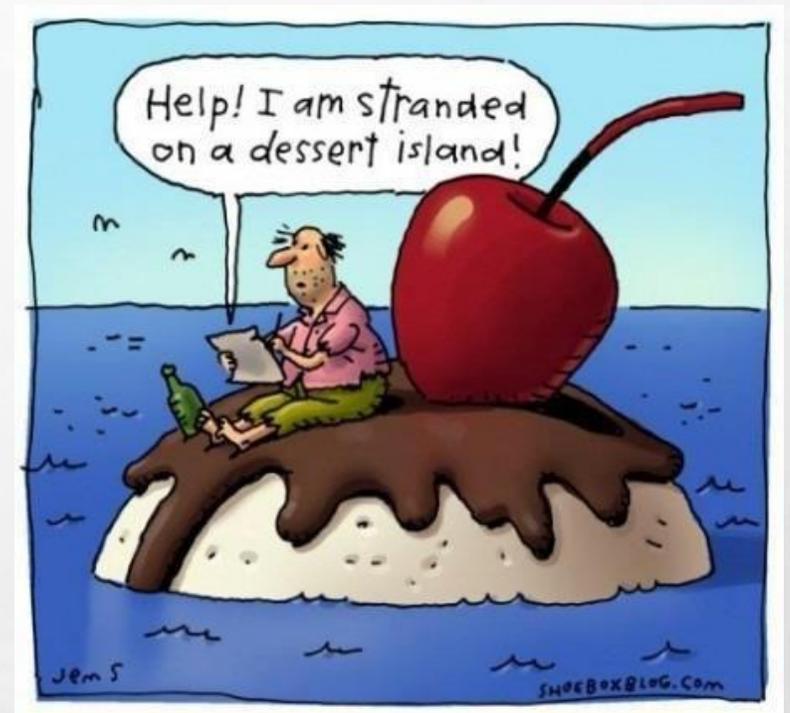
- Plenty of practice: revision of learning and practice of test skills.
- Practice tests.
- Application of grammar and punctuation within writing.
- Self-editing of writing to up-level punctuation and spelling errors.
- The use of success criteria to encourage pupils to include features of grammar within their writing.
- Ensure your child attends in school **'Booster'** sessions.
- Ensuring your child completes any English Home Learning.
- Consider buying some of the CGP Revision Books.
- Be positive and heap praise on your child.
- Positive mind-set and attitude.

Let's eat grandma!



Let's eat, grandma!

**PUNCTUATION
SAVES LIVES!**



"A woman, without her man, is nothing."
"A woman: without her, man is nothing."
Punctuation is powerful.



It's could HAVE, would
HAVE, should HAVE...
Not OF ... Never OF!



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