



End of Key Stage 2 Tests: a brief guide for Year 6 parents

At the end of Year 6, children sit Standard Assessment Tests (SATs) in:

- Reading
- Maths
- Spelling, punctuation and grammar

These tests are both set and marked externally, and the results are used to measure the school's performance (for example, through reporting to Ofsted and published league tables). Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.

Writing is also assessed by teachers in school. Moderation of this writing between other teachers and trained moderators takes place in schools around the county.

The test week is usually the second full week in May each year.

Please do not arrange for your child to be absent during this week. If your child is ill, ring the school to let us know. Your child can complete the test later in the day or week but must not be in contact with other children. Our tests are kept in a secure, locked cupboard and invigilators do visit schools to check that we are following procedures.

Each day, our Year 6 (and staff) enjoy a breakfast in school. This is a highlight!

Diary

Monday:	English grammar, punctuation and spelling Paper 1: questions English grammar, punctuation and spelling Paper 2: spelling
Tuesday:	English reading
Wednesday:	Mathematics Paper 1: arithmetic Mathematics Paper 2: reasoning
Thursday:	Mathematics Paper 3: reasoning

Grammar, punctuation and spelling

The grammar, punctuation and spelling test consists of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes.

The grammar and punctuation test will include two sub-types of questions:

- Selected response, e.g. 'Identify the adjectives in the sentence below'
- Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Reading

The reading test is a single paper with questions based on three passages of text. Your child will have one hour, including reading time, to complete the test.

Pembroke is a school where our creative teaching and learning is of the highest quality and where we encourage everyone to be inspired through faith in God and to live by Christian values so that our whole community flourishes and we reflect all that is 'worthy of praise'.

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There will be a selection of question types, including:

- Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'
- Labelling, e.g. 'Label the text to show the title of the story'
- Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- Short constructed response, e.g. 'What does the bear eat?'
- Open-ended response, e.g. 'Look at the sentence that begins Once upon a time. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

Maths

Children sit three papers in maths:

- Paper 1: arithmetic, 30 minutes
- Papers 2 and 3: reasoning, 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem

What assessment information will you receive?

Children are expected to reach the national standard in all subjects tested. This is a scaled score of 100 or above. You will know the scaled score and whether your child has met the standard or not. Children who achieved a scaled score of 110 and above were classified as having reached greater depth in the subject. Marks are likely to change a bit each year as the Government 'scale' the results.

How we try to help your child

Children view tests in different ways. Some do worry but others see the tests as an opportunity to share their knowledge in a positive way – they have worked hard for them! We try to get the balance right with enough time and rigour to prepare the children well but also opportunities to 'let off steam' at other times in the weeks leading up to the tests in May.

We do practise test techniques. We find that most children make silly mistakes because they fail to read the question carefully or don't quite know what the question is asking them to do. We let them try different SATs questions and papers – and you will see these coming home at times too. Pace is important; a speedy efficient response to questions is essential and we try to build this up too.

All children can ask for questions to be read for them (but not in the reading paper), and some children can have a dedicated adult to read for them (but not in the reading paper). We try to make sure that children with weaker handwriting skills are supported, perhaps with a scribe but also with occasional answers written by an adult-hand in case there are any ambiguities. 25% additional time is awarded to those children who have enough data evidence to show that extra time would help them achieve more.

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How you can help your child

- Encourage good reading habits so that your child reads often and from a range of sources. Focus on vocabulary meanings, asking why the author chose that word, or what the effect of that word has on the reader.
- Spelling accuracy and handwriting fluency are important. Use the weekly spellings to practise handwriting perhaps putting them into a story or description. What other words can be made from them is a good way of developing vocabulary knowledge e.g. success, successful, successfully.
- Look at practice papers which may come home or can be downloaded from various Y6 SAT sites on the internet.
- Mental agility in maths is important. Your child may know their times tables but can they link them to simplifying fractions or finding 25% of 50 metres in centimetres?
- Getting your child to explain their thoughts about maths is helpful too e.g. why is 0.25 not the same as two fifths?
- Reassuring your child that SATs are just a small part of what being in Y6 is about.

Above all, if you have any worries or questions, please speak to your child's class teachers.