

# YEAR 6 ASSESSMENT

# INFORMATION EVENING

An information evening for parents with children in Year 6

Mr Parker and Mr Ramsden

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>



Please do not look at the papers until we let you know which paper we have used in school for Mock SATs

This stops us from identifying gaps and supporting your child in making progress

# WHY SATS ?

- ▶ Standard tests that are compulsory for all 6 and 7 year olds during Year 2 and 10 and 11 year olds during Year 6.
- ▶ Chn are assessed against age related expectations (no writing SATs – teacher judgement throughout the year)
- ▶ Chn receive a scaled score (85-120) to indicate their performance against other chn of a similar age nationally and within the same school (scaled score of 100 is the expected standard, 110 or higher is GDS/higher score)
- ▶ A scaled score of 88 shows that a child was not close to reaching the expected standard, a scaled score of 99 shows that a child was very close to reaching the expected standard, a scaled score of 105 shows that a child comfortably reached the expected standard, a scaled score of 120 shows that a child got nearly every mark



# WHAT WILL MY CHILD DO FOR SATS?



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- ▶ Your child will sit 3 maths assessments (arithmetic and 2 reasoning papers) a reading assessment (different styles of text) and 2 GPS papers (questions and spelling paper)
- ▶ All assessments we take place wk. 13<sup>th</sup>-17<sup>th</sup> May and we, as a school, must stick to the timetable established
- ▶ Writing assessments are based on teacher judgement and work completed throughout the year (WTS, EXS, GDS)
- ▶ No teacher assessment frameworks have been published for maths or reading this year – their SATs results are taken as their achieved level (confirmed in October when ARA are published)

# WHAT WILL MY CHILD DO FOR SATS?



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- ▶ Monday – grammar and spelling paper
- ▶ Tuesday – reading paper
- ▶ Wednesday – arithmetic and reasoning paper
- ▶ Thursday – reasoning paper
- ▶ Friday – no papers
- ▶ Breakfast club

# WHAT IF MY CHILD IS UNWELL?



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- ▶ 5 day grace period if chn are absent on any of the days (but please no absence unless they are unwell, including non-urgent appointments)
- ▶ Please don't send your child in if they are unwell (to stop others getting sick)
- ▶ Please keep your child away from school and no contact with peers if they are unwell until you have spoken to us – we have strict guidelines on timetable variations that we must follow and children will not be allowed to sit papers if they are not followed (chn have not been allowed to sit/finish papers in the past)
- ▶ Breakfast club

# HOW WILL I KNOW WHAT MY CHILD HAS ACHIEVED IN YEAR 6?

- ▶ You will receive a report before the end of the school year which informs you:
  - ▶ Of your child's scaled SATs scores
  - ▶ Whether your child has reached the expected standard in reading, maths and GPS
  - ▶ Your child's performance in comparison to those of a similar age within the school and nationally
  - ▶ Teacher assessments of your child in writing
- ▶ TA in writing is based on your child's performance **throughout the year**



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**THE SCHOOL DOES NOT  
AUTHORISE HOLIDAYS IN MAY.**

**IF A CHILD IS ABSENT FOR AN  
ASSESSMENT, WE HAVE TO  
APPLY FOR A TIMETABLE  
VARIATION. YOUR CHILD MAY  
SIMPLY BE MARKED AS ABSENT.**



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# Reading – 1 Hour – 50 marks

- ▶ **The key stage 2 English reading test comprises:**
  - ▶ A reading booklet containing three texts that may increase in demand throughout the booklet
  - ▶ A reading answer booklet containing questions totalling **50 marks.**
  - ▶ **Papers do vary in difficulty and content from year to year**

2023 Pass  
Rate:  
24/50

harder  
paper last  
year

## Vocabulary, Retrieval and Inference



# SUPPORTING READING

- ▶ **Encourage them to read regularly.** This should include a range of texts.
- ▶ Reading stamina is needed for the test. Please engage with weekly reading at home – lengthier texts

## Vocabulary, Retrieval and Inference



# SUPPORTING MATHS

2023 Pass  
Rate:  
56/110

- ▶ Complete the maths homework set and speak to your child's class teacher if your child is unable to complete it at home (they are the key targets)
- ▶ Please maintain a constant dialogue with us for help and support (particularly this year more than others).
- ▶ Times table fluency is key!



Concept	Number of marks	% out of 110	Concept	Number of marks	% out of 110	Concept	Number of marks	% out of 110
Multiplication	21	19.1%	Multiplication	21	19.1%	Multiplication	18	16.4%
Fractions	17	15.5%	Fractions	18	16.4%	Fractions	16	14.6%
Division	14	12.7%	Division	19	17.3%	Division	15	13.7%
Geometry	13	11.8%	Addition	11	10%	Subtraction	13	11.9%
Subtraction	10	9%	Subtraction	10	9.1%	Addition	11	10%
Addition	7	6.4%	Geometry	5	4.5%	Geometry	6	5.5%
Time	6	5.5%	Percentages	4	3.6%	Percentages	5	4.5%
Statistics	4	3.6%	Statistics	4	3.6%	Measures	3	2.7%
Percentages	3	2.8%	Measures	3	2.8%	Algebra	3	2.7%
Rounding	3	2.8%	Inverse operations	2	1.8%	Co-ordinates	3	2.7%
Coordinates	2	1.8%	Coordinates	2	1.8%	Volume and Area	3	2.7%
Mixed operation	2	1.8%	Place Value	2	1.8%	Reflecting and translating	2	1.8%
Writing numbers	2	1.8%	Time	2	1.8%	Statistics	2	1.8%
Ordering	2	0.9%	All possibility and visual	2	1.8%	Place Value	2	1.8%
Inverse operations	1	0.9%	Inverse operations	1	0.9%	Ordering	2	1.8%
Ratio	1	0.9%	Ratio	1	0.9%	Rounding	2	1.8%
Measures	1	0.9%	Mixed Operation	1	0.9%	Order of operations	2	1.8%
Squares, primes and Roman Numerals	2	1.8%	Squares, primes, Roman Numerals	1	0.9%	Squares, primes, Roman Numerals	1	0.9%
			Ordering	1	0.9%	Time	1	0.9%

2016-17

2017-18

2018-19



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<p><i>Wks beginning: 4<sup>th</sup> and 11<sup>th</sup> September (Due 15<sup>th</sup> September)</i></p>	<p><i>Wks beginning: 18<sup>th</sup> and 25<sup>th</sup> September (Due 29<sup>th</sup> September)</i></p>	<p><i>Wks beginning: 2<sup>nd</sup> and 9<sup>th</sup> October (Due 13<sup>th</sup> October)</i></p>
<p><b>English:</b></p> <p>Provide your own definitions of a subject and a verb. Then write 5 sentences and underline and label the subject and verb within each sentence.</p>	<p><b>English:</b></p> <p>In your own words, explain what simple, complex and compound sentences are. Then write an example of a simple sentence, a complex sentence and a compound sentence.</p>	<p><b>English:</b></p> <p>Write 3 sentences that contain direct speech and attempt to accurately punctuate the direct speech. Ensure that the direct speech is placed in different locations within the sentence i.e. start, middle and end.</p>
<p><b>Maths:</b></p> <p>Using a 9-sided dice, roll 10 digits to create a 7-digit number with 3 decimal places (e.g. 2,304,563.239). Record the value of each digit and then round the number to the nearest hundredth, tenth, one, ten, hundred, thousand, ten-thousand, hundred-thousand and million.</p>	<p><b>Maths:</b></p> <p>Multiply numbers with up to 4 digits by numbers with up to 2 digits using formal written methods of multiplication. Calculate 4 questions that involve multiplying a 3-digit number by a 2-digit number below 30 (e.g. <math>342 \times 17</math>) and then 4 questions that involve multiplying a 4-digit number by a 2-digit number below 30 (e.g. <math>5,634 \times 26</math>). Use a 9-sided dice to roll each digit within each number.</p>	<p><b>Maths:</b></p> <p>Divide numbers with up to 4 digits by a 1 or 2-digit number. Roll a 9-sided dice to create your questions. Calculate 4 questions that involve dividing a 4-digit number by a 1-digit number (e.g. <math>3,467 \div 4</math>) using short division methods and 4 questions that involve dividing a 4-digit number by a 2-digit number (e.g. <math>4,723 \div 23</math>) using long division methods.</p>
<p><i>Wks beginning: 30<sup>th</sup> October and 6<sup>th</sup> November (Due 10<sup>th</sup> November)</i></p>	<p><i>Wks beginning: 13<sup>th</sup> and 20<sup>th</sup> November (Due 24<sup>th</sup> November)</i></p>	<p><i>Wks beginning: 27<sup>th</sup> November and 4<sup>th</sup> December (Due 8<sup>th</sup> December)</i></p>
<p><b>English:</b></p> <p>Explain, in your own words, what a hyphen and semi-colon are used for. Then write 2 sentences that contain a semi-colon and 2 sentences that contain a hyphen.</p>	<p><b>English:</b></p> <p>Explain, in your own words, what a dash and colon are used for. Then write 2 sentences that contain a dash and 2 sentences that contain a colon.</p>	<p><b>English:</b></p> <p>Explain the difference between a phrase and a clause and provide 3 examples of phrases and 3 examples of clauses. Then explain why a phrase cannot be used as a complete sentence.</p>
<p><b>Maths:</b></p> <p>Compare and order fractions, including fractions that are greater than 1. Order 5 fractions that have</p>	<p><b>Maths:</b></p> <p>Multiply fractions by whole numbers (i.e. <math>\frac{2}{3} \times 5</math>) and multiplication of fractions (i.e. <math>\frac{2}{3} \times \frac{3}{4}</math>). Use a</p>	<p><b>Maths:</b></p> <p>Divide fractions by whole numbers (i.e. <math>\frac{6}{8} \div 2</math>). Use a 9-sided dice to roll the numerators</p>

# How to support writing

- ▶ Spellings on the homework sheet
  - ▶ Handwriting
  - ▶ Engage with homework set
- ▶ Most importantly ... make sure that your child is writing regularly and proof-reading their writing afterwards – it can be about anything they want



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Autumn 1 - Year 6

Reading and homework record



Wk	Reading at home (3 times a week)			Additional reading (optional)	Spellings	Grammar focus	Spelling Shed and TT Rockstars
4.9.23					<p><i>accommodate, accompany, according, achieve, aggressive</i></p> <p>Plus selected spellings from children's individual spellings to learn</p>	<p><b>Spelling rule:</b> Words from statutory spelling list.</p> <p><b>Grammar/Punctuation focus:</b> Sentence structure: main clauses contain a subject and a verb. The subject performs the verb.</p>	
11.9.23					<p><i>amateur, ancient, apparent, appreciate, attached</i></p> <p>Plus selected spellings from children's individual spellings to learn</p>	<p><b>Spelling rule:</b> Words from statutory spelling list.</p> <p><b>Grammar/Punctuation focus:</b> Main and subordinate clauses and conjunctions. Main clauses (independent clauses) can 'stand alone'. Subordinate clauses (dependent clauses) cannot. FANBOYS are the coordinating conjunctions.</p>	



# New Curriculum Spelling List Years 5 and 6

accommodate	communicate	equip ✓	immediately	physical	sincerely
accompany	community	equipped ✓	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate ✓	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous ✓	recognise ✓	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough ✓
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety ✓
<del>average</del>	desperate	frequently ✓	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle ✓
bargain	develop ✓	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Pupil:

**Working towards the expected standard**

<p>Plan and draft</p> <ul style="list-style-type: none"> <li>write for a range of purposes</li> <li>use paragraphs to organise ideas</li> <li>in narratives, describe settings and characters</li> <li>in non narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> </ul>									
<ul style="list-style-type: none"> <li>using neatly correctly</li> </ul>	<ul style="list-style-type: none"> <li>capital letters</li> <li>full stops</li> <li>section marks</li> <li>commas for lists</li> <li>apostrophes for contraction</li> </ul>								
<ul style="list-style-type: none"> <li>spelling most words correctly* (years 5 and 6)</li> <li>spelling some words correctly* (years 5 and 6)</li> <li>write legibly.*</li> </ul>									

**Working at the expected standard**

<ul style="list-style-type: none"> <li>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)</li> <li>in narratives, describe settings, characters and atmosphere</li> <li>integrate dialogue in narratives to convey character and advance the action</li> </ul>									
<ul style="list-style-type: none"> <li>select vocabulary and grammatical structures that reflect what the writing requires, doing this neatly appropriate</li> </ul>	<ul style="list-style-type: none"> <li>using contracted forms in dialogue in narratives</li> <li>using passive verbs to affect how information is presented</li> <li>using modal verbs to suggest degrees of possibility</li> </ul>								
<ul style="list-style-type: none"> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, synonyms) within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Conjunctions</li> <li>adverbials of time and place</li> <li>pronouns</li> <li>Synonyms</li> </ul>								
<ul style="list-style-type: none"> <li>use verb tenses consistently and correctly throughout their writing</li> </ul>									
<ul style="list-style-type: none"> <li>using neatly correctly*</li> </ul>	<ul style="list-style-type: none"> <li>inserted commas</li> <li>Commas for clarity</li> <li>Parentheses</li> <li>Semi-colons</li> <li>Dashes</li> <li>Colons</li> <li>Hyphens</li> </ul>								
<ul style="list-style-type: none"> <li>spelling most words correctly* (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>maintaining legibility in joined handwriting when writing at speed.*</li> </ul>									

**Working at greater depth within the expected standard**

<ul style="list-style-type: none"> <li>write effectively for a range of purposes and audiences, selecting the appropriate form and showing independence in what they have read as models for their own writing (e.g. literary language, characterisation, structure)</li> <li>distinction between the language of speech and writing* and choose the appropriate register</li> <li>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul>									
<ul style="list-style-type: none"> <li>using the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance the meaning and avoid ambiguity.*</li> </ul>	<ul style="list-style-type: none"> <li>Semi-colons</li> <li>dashes</li> <li>colons</li> <li>hyphens</li> </ul>								

# GRAMMAR, PUNCTUATION AND SPELLING

2023 Pass

Rate:

36/70

33

Circle the **conjunction** in each sentence.

We like to eat popcorn when we go to the cinema.

Although my sister likes salted popcorn, I prefer sweet popcorn.

My brother doesn't like popcorn at all, so he buys sweets instead.

1 mark

Spelling – 20 marks – not timed

4

The prefix mis- can be added to the word read to make the word misread.

What does the word **misread** mean?

Tick **one**.

to read quickly

to read incorrectly

to read again

to read before

1 mark

Grammar and Punctuation  
– 50 marks. – 45 minutes



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PLEASE KEEP YOUR CHILD RELAXED BUT FOCUSED (EARLY NIGHTS, SENSIBLE DIET ETC)

WE DON'T TAKE A RELAXED ATTITUDE AS A SCHOOL BUT WE KNOW THAT A PANICKED AND ANXIOUS CHILD WILL ALWAYS PERFORM WORSE.

WE WILL GET YOUR CHILD THE BEST OUTCOME WE POSSIBLY CAN BUT WE NEED THEM CALM AND FOCUSED FOR THAT TO HAPPEN.

THAT MEANS YOU NEED TO REMAIN CALM.



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## KEY MESSAGES:

ENGAGE WITH THE HOMEWORK (THEY'RE THE KEY TARGETS AND WE'RE NOT WASTING YOUR TIME) AND TALK TO US IF YOUR CHILD IS STRUGGLING WITH ANYTHING

KEEP YOUR CHILD CALM, FOCUSED AND RELAXED THIS YEAR (ESPECIALLY DURING SATS WEEK)



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# Secondary schools

The deadline is end of October. If you haven't begun to think about, or look at, schools, please start now.

# THANK YOU FOR COMING

- ▶ Any questions?  
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([elcapitan@thehillsacademy.co.uk](mailto:elcapitan@thehillsacademy.co.uk))
- ▶ Please feel free to email us with any private questions that you have
- ▶ Year 7 transition (deadline is towards end of October)

