



FAIR FIELD
JUNIOR SCHOOL

A Successful Final Year at Fair Field

*Helping you and your child prepare for the challenges
this year and beyond...*

September 2018

Our Year 6 Pupils

- ▶ All our children are special as individuals.
- ▶ As a year group the pupils are committed, enthusiastic, hard working and ready to have a go!
- ▶ They are excellent role models for the rest of the school.

Recent Changes

- ▶ There have been significant changes nationally:
 - ▶ The content and depth of the new National Curriculum
 - ▶ How the pupils are being tested and their scores

What are the Key Stage 2 SATs tests?

- ▶ Statutory Assessment Tests
- ▶ Designed to test children's knowledge, skills and understanding in English and Mathematics
- ▶ Provide a “snapshot” of a child's attainment at the end of Key Stage 2.

Assessment and Reporting

- ▶ ‘Old’ national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines.
- ▶ From 2016, test scores have been reported as ‘scaled scores’.
- ▶ This means it is very difficult to compare the assessment of previous years with the 2016 and 2017 results. However, the latter 2 years can be compared.
- ▶ The new curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet since the beginning of last year.

Scaled Scores

- ▶ What is meant by 'scaled scores'?
- ▶ 100 will always represent the 'national standard'.
- ▶ The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- ▶ A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- ▶ In 2018, to achieve a scaled score of 100, the minimum raw score mark was:
 - 61/110 in Maths (96 for Greater Depth)
 - 28/50 in Reading (40 for Greater Depth)
 - 38/70 in Spelling, Punctuation and Grammar (56 for Greater Depth)

When are the tests administered?

- ▶ All the tests will be taken in pupils' classrooms, some children will have adult readers for the SPAG and Maths papers
 - ▶ Week Beginning Monday 13th May
 - ▶ English Grammar, Punctuation and Spelling Paper 1: Questions and Paper 2: Spellings
 - ▶ English Reading Test
 - ▶ Paper 1: Arithmetic and Paper 2: Reasoning
 - ▶ Mathematics Paper 3: Reasoning

- ▶ Reading (60 minutes)
- ▶ Spelling (approximately 15 minutes)
- ▶ Punctuation, Vocabulary and Grammar (45 minutes)
- ▶ Mathematics
 - ▶ - Paper 1: Arithmetic (30 minutes)
 - ▶ - Paper 2: Reasoning (40 minutes)
 - ▶ - Paper 3: Reasoning (40 minutes)
- ▶ All tests are externally marked.
- ▶ Writing will be 'Teacher Assessed' internally, as in recent years.

Reading

- ▶ The Reading Test consists of a single test paper with three unrelated reading texts.
- ▶ Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- ▶ A total of 50 marks are available.
- ▶ Questions are designed to assess the comprehension and understanding of a child's reading.
- ▶ Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

This is an article about the dodo,
a bird that is now extinct.

An artist's impression of the
dodo from 300 years ago.

The Way of the Dodo



The dodo was first sighted around 1600 on an island in the Indian Ocean. It was extinct by 1680. Since then the phrase 'dead as a dodo' has been used to describe something which is lifeless or has disappeared from the world completely. Because of its rapid disappearance, a number of myths developed about the dodo, for example that it was a fat, silly creature that brought its fate upon itself.

But what is the **truth** about the dodo?

For thousands of years the island of Mauritius was a paradise. It was spat out of the ocean floor by an underwater volcano 8 million years ago. With warm sun, plentiful food and no predators to speak of, the isolated island became a haven for a variety of unusual species, including reptiles and flightless birds.

Questions 23–33 are about *The Way of the Dodo* (pages 10–11)

23

Look at the paragraph beginning: *For thousands of years...*

What does the word *spat* suggest about how the island of Mauritius was formed?

1 mark

- ▶ Give / explain the meaning of words in context
Award 1 mark for reference to any of the following:
- ▶ forcefulness, e.g.
 - ▶ *'spat' makes you think it was an incredible force that formed the island*
 - ▶ *the island was pushed powerfully out of the ocean.*
- ▶ suddenness (speed / unexpectedness), e.g.
 - ▶ *the island appeared very quickly*
 - ▶ *the word 'spat' sounds like it was something they didn't expect to happen.*
- ▶ Also accept answers identifying that the island is carelessly placed / formed, e.g.
 - ▶ *that it was just randomly put there*
 - ▶ *it was not created in a precise way.*
- ▶ Also accept answers which convey the idea of the sea ejecting something unwanted, e.g. *the ocean got rid of something it didn't like.*
- ▶ Do not accept repetition of how the island was formed / general description of how a volcano erupts.

How can parents help with Reading?

- ▶ Listening to your child read can take many forms.
- ▶ First and foremost, focus developing an enjoyment and love of reading.
- ▶ Enjoy stories together - reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- ▶ Read a little at a time but often, rather than rarely but for long periods of time!
- ▶ Talk about the story before, during and afterwards - discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- ▶ **Look up definitions of words together - you could use a dictionary, the internet or an app on a phone or tablet.**
- ▶ All reading is valuable - it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- ▶ Visit the local library - it's free!

Spelling, Punctuation and Grammar

- ▶ A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- ▶ A separate test is given on Punctuation, Vocabulary and Grammar
- ▶ This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- ▶ Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		✓
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		✓
Jamie will go ice-skating <u>if</u> I go with him.	✓	

1 mark

A conjunction links two words or phrases together.

There are two main types of conjunctions:

- **co-ordinating** conjunctions (e.g. *and*) link two words or phrases together as an equal pair
- **subordinating** conjunctions (e.g. *when*) introduce a subordinate clause.

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

Writing Assessment

The background of the slide is white with abstract green geometric shapes on the right and bottom-left sides. These shapes are composed of various shades of green, from light lime to dark forest green, creating a modern, layered effect. The shapes are primarily triangular and polygonal, with some overlapping to create darker tones.



End of Year 6 Assessment

Working towards the expected standard	A	B	C	D	E	F
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 Y3/Y4 spelling list, and some words from the Y5/Y6 spelling list						
write legibly.						



Working at the expected standard	A	B	C	D	E	F
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 Y5/Y6 spelling list, and use a dictionary to check the spelling of uncommon/more ambitious vocabulary						
maintain legibility in joined handwriting when writing at speed.						

Working at greater depth within the expected standard	A	B	C	D	E	F
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 writing 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.						

How can parents help with writing?

- ▶ Practise and learn weekly spelling lists - make it fun!
- ▶ Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- ▶ Write together - be a good role model for writing.
- ▶ Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- ▶ Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- ▶ Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- ▶ Show your appreciation: praise and encourage, even for small successes!

Mathematics

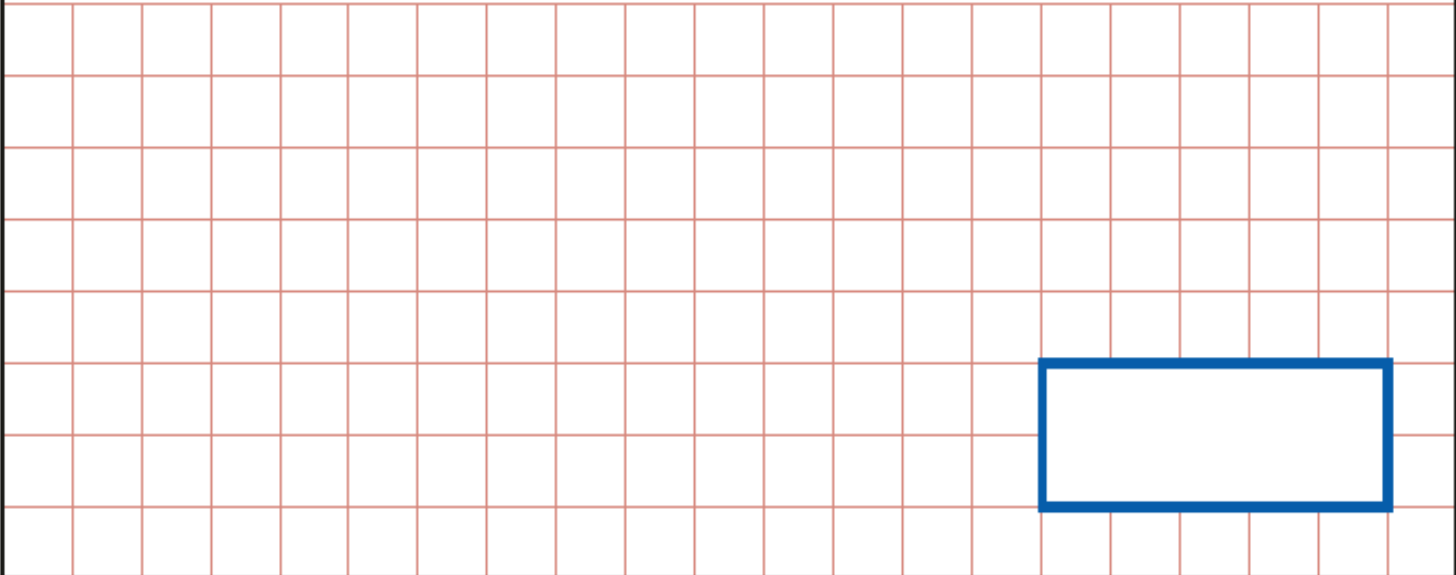
- ▶ The Mathematics tests went through the biggest change last year.
- ▶ The testing now consists of three tests: Paper 1, Paper 2 and Paper 3.
- ▶ Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals. This test consists of 36 questions.
- ▶ Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- ▶ Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes. Both tests contain 20 questions.
- ▶ Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

Example questions from 2016 papers

Mathematics paper 1: Arithmetic

29

$$15\% \times 440 =$$



1 mark

Example questions from 2016 papers

29

Mathematics paper 1: Arithmetic
 $15\% \times 440 =$

$$10\% = 44$$

$$5\% = 22$$

$$44 + 22 = 66$$

66



1 mark

Example questions from 2016 papers

19

Miss Mills is making jam to sell at the school fair.

Strawberries cost £7.50 per kg.

Sugar costs 79p per kg.

10 glass jars cost £6.90

She uses 12 kg of strawberries and 10 kg of sugar to make 20 jars full of jam.

Calculate the total cost to make 20 jars full of jam.

19

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She uses 12kg of strawberries and 10kg of sugar to make 20 jars full of jam.

Calculate the total cost to make 20 jars full of jam.

$$\begin{array}{r} 7.50 \\ \times 12 \\ \hline 90 \end{array}$$

$$\begin{array}{r} 7.9 \\ \times 10 \\ \hline 7.90 \end{array}$$

$$\begin{array}{r} 6.90 \\ \times 2 \\ \hline 13.80 \end{array}$$

$$£90 + £7.90 + £13.80$$

3 marks for answer:

$$£111.70$$

Example questions from 2016 papers

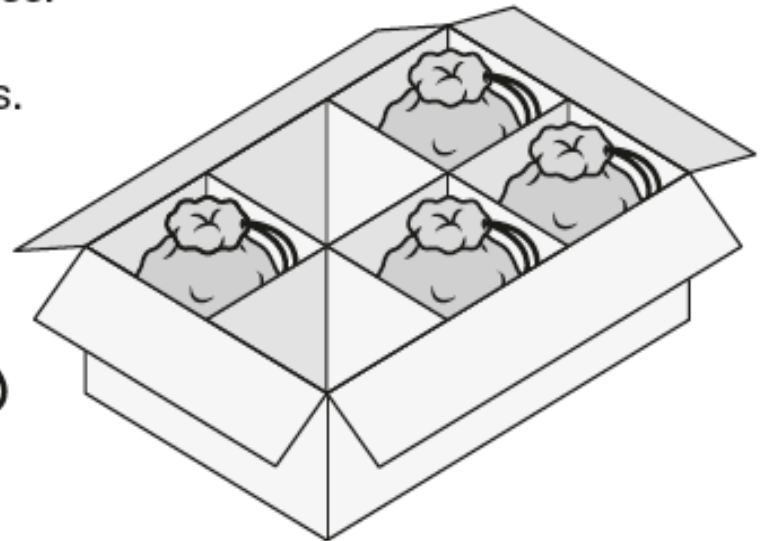
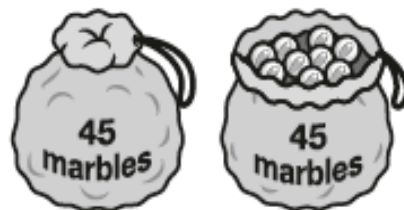
Reasoning paper 2/3

11

A toy shop orders 11 boxes of marbles.

Each box contains 6 bags of marbles.

Each bag contains 45 marbles.



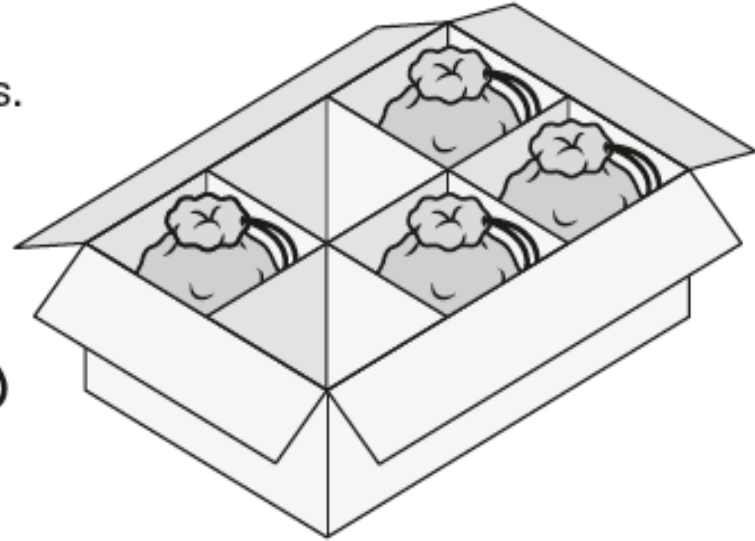
How many **marbles** does the shop order in total?

11

A toy shop orders 11 boxes of marbles.

Each box contains 6 bags of marbles.

Each bag contains 45 marbles.



How many **marbles** does the shop order in total?

$$11 \times 6 = 66$$

Two marks for the correct answer:

$$66 \times 45 = 2,970$$

2,970

How can parents help with Maths?

- ▶ Play times tables games
- ▶ Play mental maths games including counting in different amounts, forwards and backwards.
- ▶ Encourage opportunities for telling the time.
- ▶ Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- ▶ Look for numbers on street signs, car registrations and anywhere else!
- ▶ Look for examples of 2D and 3D shapes around the home.
- ▶ Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- ▶ Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess.

How we prepare your child at school

- ▶ Daily lessons focusing on increasing understanding in all areas of the curriculum
- ▶ Guided Reading within the class
- ▶ Times tables time weekly where children are assessed and supported in developing their knowledge and speed.
- ▶ Building resilience by developing test technique
- ▶ Set appropriate homework
- ▶ Pick up on any misconceptions
- ▶ Interventions
- ▶ Send home the year 5/6 spelling words - with your child's results
- ▶ Revision sessions during April
- ▶ Breakfast club before tests during SATs week
- ▶ Sample tests available for you to view

During the week of the tests

- ▶ Holidays should not be taken during the “run-up” to SATs or during the SATs week
- ▶ Unless absolutely unavoidable, children should be in school- scores will not be awarded if a test has been missed
- ▶ Be positive! Children shouldn't feel worried or anxious, but they need to understand that the tests are important
- ▶ Make sure children have enough sleep, a good breakfast and plenty of water to drink
- ▶ Life should carry on as normal

Every lesson counts

- ▶ Our target is 97% because...
- ▶ Attendance at 85% is the equivalent of missing nearly six weeks of school.
- ▶ Arrive from 8.30am to be in class at 8.40am.
- ▶ We will be running booster morning groups and holiday groups closer to test week.

Expectations

- ▶ Correct uniform at all times
- ▶ Behaviour - the pupils are our role models
- ▶ Homework (Reading, English topic and Maths - half termly)
- ▶ Online safety
- ▶ Keep it up all year!