



Key Stage Two SATs Information



Overview

The purpose of today...



- To meet the Year 6 team and understand the structure and expectations of Year 6.
- To develop an understanding of the Standard Assessment Tests (SATs) process at Chapelford.
- To understand how you can support your child at home.
- To share key dates for high school applications.

If you have any questions, please email the Year 6 lead:

I.brownbill@cvps.omegamat.co.uk

Expectations of Year 6



- High expectations of behaviour – including school uniform
- Encouraging independence in preparation for high school

Daily School Uniform



Item	Optional or required	Branded with the School Logo	How to acquire
Plain royal blue jumper, cardigan or fleece (no sports-branded items or hoods) 	Required (1 item of choice)	Optional	Jumpers, cardigans and fleeces branded with the school logo are available from school suppliers and the school preloved shop. Items without the school logo can also be bought from a range of regular retailers.
Royal blue polo shirt 	Required	Optional	Polo shirts branded with the school logo are available from school suppliers and the school preloved shop. Items without the school logo can also be bought from a range of regular retailers.
Grey trousers/shorts or grey skirt/pinafore	Required (1 item of choice)	N/A	Available from regular retailers.
Blue gingham summer dress (summer term only)	Optional	N/A	Available from regular retailers.
White/grey/black school socks	Required	N/A	Available from regular retailers.
Sensible, plain flat black shoes (no crocs, boots, sandals, trainers, Ugg boots).	Required	N/A	Available from regular retailers.

PE Kit			
Item	Optional or required	School Logo	How to acquire
Royal blue round neck t-shirt	Required	Optional	Branded and unbranded items and all available from school suppliers and school preloved shops. Non-branded items can also be bought from a range of regular retailers.
Plain black or navy-blue shorts (mid-length), leggings or joggers	Required	No branding	Available from regular retailers.
All black or white trainers branded (discrete with minimal colour and branding) or non-branded	Required	N/A	Available from regular retailers.
Plain royal blue jumper, cardigan or fleece (no sports-branded items or hoods)	Required (1 item of choice)	Optional	Jumpers, cardigans and fleeces branded with the school logo are available from school suppliers and the school preloved shop. Items without the school logo can also be bought from a range of regular retailers.
Accessories:			
School book bag	Required	Optional	Available from school office and /or school suppliers.
Water bottle	Optional	Optional	Available from school office
Optional:			
Waterproof Jacket	Optional	School Logo	Available from school suppliers, second hand from school office / food bank.

Chapelford Behaviour Model



OUR CHAPELFORD PROMISE

At Chapelford, we promise to be **ready**, **safe** and **kind**.



READY

- Eyes on the teacher
- Everything out of hands
- Look after equipment
- Sit quietly during lessons
- Listen when others are talking
- Wear the correct school uniform



KIND

- Help others
- Check in on others
- Be respectful to everyone in school
- Be kind to others
- Be kind to the environment
- Remember it's kind to share
- Use good manners

SAFE



- Follow instructions
- Use equipment properly
- Walk in and around school
- Learn to be safe online
- Keep classrooms clean and tidy
- Talk to a trusted adult if you are worried
- Line up sensibly



CHAPELFORD'S SANCTION PATHWAY

If we don't follow the Chapelford Promise...

Stage 1 - Warning	I have not followed the Chapelford Promise so I will be given a warning.
Stage 2 - Lose a Dojo	If my behaviour does not improve, I will lose a dojo.
Stage 3 - Delayed Start to Break	If my behaviour does not improve, I will have a delayed start to my next break.
Stage 4 - Reflection Time	If my behaviour does not improve, I will spend 15 minutes out of class reflecting on my behaviour.
Stage 5 - Learning Seclusion	If my behaviour does not improve, I will have a learning seclusion with SLT

We all make mistakes, but we are responsible for our choices. If we don't follow the Chapelford Promise, we will be given a chance to stop, think and make it right. If the behaviour continues, a sanction may be given to help us make better choices.



Chapelford Behaviour Model



- A review point within our Behaviour Model is the possible introduction of after school detentions on a Wednesday for our Year 6 pupils.
- This would only be under severe circumstances of behaviour or as a result of our staged approach to behaviour where meetings with parents have been had, SLT parent meetings and ultimately as a result of joint collaboration with home and school to implement an additional action.
- This is being reviewed as another element of providing Year 6 pupils with additional transition for the jump from Primary to Secondary school.
- It would not be implemented as a shock or surprise to parents unless in severe circumstances of behaviour.
- Next steps: Behaviour model brought to Governors → if ratified → review by parents

A typical day in Year 6



Our daily timetable to similar to other year groups within school.

A focus on English and Maths lessons Monday to Thursday with the wider curriculum a focus on Friday.

Learning may take place in groups – as we already do in Maths.

Children will work with different adults across the week – also good preparation for high school.

KS2 SATs



- Curriculum since 2014 - reflect the progress made by the children since the start of their school journey
- Reflect the children's abilities in core subjects
- Learning over time
- Marked externally

Monday 10th May – Thursday 13th May



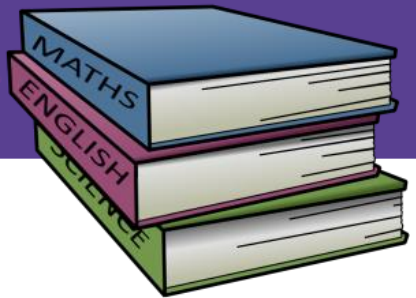
We provide breakfast for all our children before their tests across the week.

The children will receive extra play following the tests. A time to relax and enjoy OPAL!

A revision session will commence in the afternoon before the next day.

The assessments will be in two sittings allowing time for smaller groups, more space which can be less daunting for the children. It will enable more time for adult support if the children require a question to be read.

The children will remain in familiar rooms to them.



Scaled scores:

A scaled score of 100 or more shows the child is meeting the National Standard and a scaled score of 110 or more shows the child is working above the National Standard.



English Reading		English Reading		English Reading	
Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score
0	No scaled score (N)	17	92	34	105
1		18	93	35	106
2		19	93	36	107
3	80	20	94	37	107
4	80	21	95	38	108
5	81	22	96	39	109
6	82	23	96	40	110
7	83	24	97	41	112
8	84	25	98	42	113
9	85	26	98	43	114
10	86	27	99	44	115
11	87	28	100	45	117
12	88	29	101	46	118
13	89	30	101	47	120
14	90	31	102	48	120

Mathematics

Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score
0-2	No scaled score	41	96	81	106
3	80	42	96	82	106
4	80	43	97	83	106
5	80	44	97	84	106
6	81	45	97	85	107
7	82	46	97	86	107
8	83	47	98	87	107
9	83	48	98	88	108
10	84	49	98	89	108
11	85	50	98	90	108
12	85	51	98	91	109
13	86	52	99	92	109
14	86	53	99	93	109
15	87	54	99	94	110
16	88	55	99	95	110
17	88	56	100	96	110
18	88	57	100	97	111
19	89	58	100	98	111
20	89	59	100	99	112
21	90	60	101	100	112
22	90	61	101	101	113
23	91	62	101	102	113
24	91	63	101	103	114
25	91	64	101	104	115
26	92	65	102	105	116
27	92	66	102	106	117
28	92	67	102	107	118
29	93	68	102	108	119
30	93	69	103	109	120
31	93	70	103	110	120
		71	103		

Monday:

Grammar, Punctuation and Spelling – Paper 1



This test focuses on:

- Grammatical terms/ word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

This test requires a range of answer types but does not require longer formal answers.

45 minutes
50 marks

Monday:

Grammar, Punctuation and Spelling – Paper 1



1

Tick the sentence that must end with a **question mark**.

Tick **one**.

11

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

W

As

W

I c

They bought new jun

for Dad.

38

Tick one box in each row to show whether the word after is used as a **subordinating conjunction** or as a **preposition**.

Sentence	<u>after</u> used as a subordinating conjunction	<u>after</u> used as a preposition
He moved here <u>after</u> the end of the war.		
Entry is free <u>after</u> 5pm in the evening.		
I went to the cinema <u>after</u> I had eaten my dinner.		

1 mark

Monday:

Grammar, Punctuation and Spelling – Paper 2



2022 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						

Spelling

1. The children were _____ the objects from smallest to largest.
2. Do not show _____ to anyone.
3. I was given a _____ award.
4. We spent a _____ of hours at the shops.
5. You should _____ your fabric carefully.
6. The dust in the air made me _____.
7. Rosie used a sewing _____ to make her dress.
8. The spy used _____ ink to write his message.
9. Chewing gum is _____ in school.
10. We watched a film on _____ last night.

15 Minutes
20 Marks

Tuesday: Reading Paper



The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read.

The test covers the following areas (known as Content Domains):

- **Give/ explain** the meaning of words in context;
- **Retrieve** and record information/ identify key details from fiction and non-fiction;
- **Summarise** main ideas from more than one paragraph;
- Make **inferences** from the text/ explain and justify inferences with evidence from the text;
- **Predict** what might happen from details stated and implied;
- **Identify/ explain** how information/ narrative content is related and contributes to meaning as a whole;
- Identify/ explain how meaning is enhanced through choice of **words and phrases**;
- Make **comparisons** within the text.

60 minutes
50 marks

Tuesday: Reading Paper



The Parsnips

My Circus Life

This text is an interview with Vladik Magkotsourov, a juggler and acrobat with a famous travelling circus.

My Circus Life

Interview by Kari Kamin

Some people might be good at their jobs, but performer Vladik Magkotsourov was actually born to do his! Raised by two Moscow Circus performers, young Vladik was tutored early on by his juggler father. By age nine, he'd perfected enough of his natural acrobatic and juggling skills to work full time with the circus.

Combining a seamless mix of acrobatics, dance and juggling, the star has performed with a range of companies in Paris and Monte Carlo. Several years ago, Vladik - who is now 28, married and a dad - began as a character in Dralion, an epic performance piece.

What will most appeal to kids about this show?

For children, the closest The show itself, I'm sure the kids will love because there are a lot of acrobatics. There's a lot of movement, it's very colourful. It's an uplifting show. You leave feeling happy. There's always something going on onstage.

You've performed this character for many years, since 2006. How often does your routine in Dralion change?

I'm always changing it. This routine I've actually been doing for 14 years. Every time I look at it, I'm putting in a new trick or changing the choreography. It's constantly changing.

This text is about a young girl called Penelope who describes an unusual experience in her home. The story takes place in the early 20th century before electric lights were common in most households.

A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dusk, waiting for the lampglass to come wheezing down the street to bring a gleam to the stairway. There was a street lamp next, and this shone over the door and saved us from using our own gas-lamp.

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling in the wainscot. I turned my head and saw a lady coming downstairs from the upper floor. She was dressed in a black dress which swept round her like a cloud, and at her neck was a narrow white frill which shone like ivory. Her eyes were very bright and blue as violets. I sprang to my feet and smiled up at her, into the beautiful green face she bent towards me. She gave an answering smile, and her deep-set eyes seemed to pierce me, and I caught my breath as I stood aside to let her pass. I never heard a footstep; she was there before I was aware.

She went by as I leaned against the wall, and I pressed myself against the paper to leave room for her full floating skirts which took all the stairway. I never felt them touch me, and this gave me a curious sensation. Soundlessly she swayed down the stairway, and I stood watching her, smelling the sweet, faint odour of her dress, seeing the pallor of the hands which held her ruffled skirts, yet hearing nothing at all.

4 The Parsnips were going to a tournament.
Where was it being held?

8 My heart began beating fast (page 6).

Find and copy two other words from the same paragraph which mean that:

24 Look at the first paragraph, beginning: *Ours was a steep...*

1. Penelope's description of the stairway makes it seem...

Tick one.

damper 35 Think about the whole text.

How is a mysterious atmosphere created?

Give two ways, using evidence from the text to support your answer.

1. _____
2. _____

Wednesday:

Arithmetic - Paper 1



2022 national curriculum tests

Key stage 2

Mathematics

Paper 1: arithmetic

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



19

$$\begin{array}{r} 607 \\ \times 83 \\ \hline \end{array}$$

Show your method

2 marks



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



5

One tonne is 1,000 kilograms.
A truck can carry a load of 2.3 tonnes.

How many **kilograms** can the truck carry?

20

There are 432 places at a dance school.
There are two age groups.

This table shows the number of classes and the number of pupils in each class for each age group at the moment.

Age in years	Number of classes	Number of pupils in each class
7–12	15	16
13–18	10	18

How many **more** pupils can join the dance school?

24

Here is an **isosceles** triangle inside a rectangle.

Not to scale

Calculate the sizes of angles *x* and *y*.

Show your method

$x =$

$y =$

2 marks

Additional Support



- In the tests (apart from the Reading test), children can have the questions read to them if requested.
- Children can be prompted to stay on task and encouraged but cannot be helped to answer any of the questions.
- Some children may access additional arrangements (scribe, additional time, 1:1 support, breaks). Parents and carers will be made aware if this applies for their child.
- Smaller groupings will be implemented for those children this would benefit.

What happens after the tests?



- Tests are marked externally. Once marked, the tests will be given the following scores:
 - A raw score (total number of marks achieved for each paper)
 - A scaled score
 - A judgement on if the National Standard has been met.
- After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary.
- Scaled scores ensures an accurate comparison of performance over time.

Writing Assessment



- There is no writing SATS test.
- Writing assessments will be formed from judgements made by the teacher, looking at evidence from writing collected over the course of the year.
- The teacher will moderate their assessments with other professionals to make sure there is a consistent standard across the country.
- Final judgements will be reported to parents at the same time as the other assessment results.

After SATs



- Children will be off timetable on the Friday to enjoy fun activities, including a picnic outside with friends and a special treat!



Supporting at Home

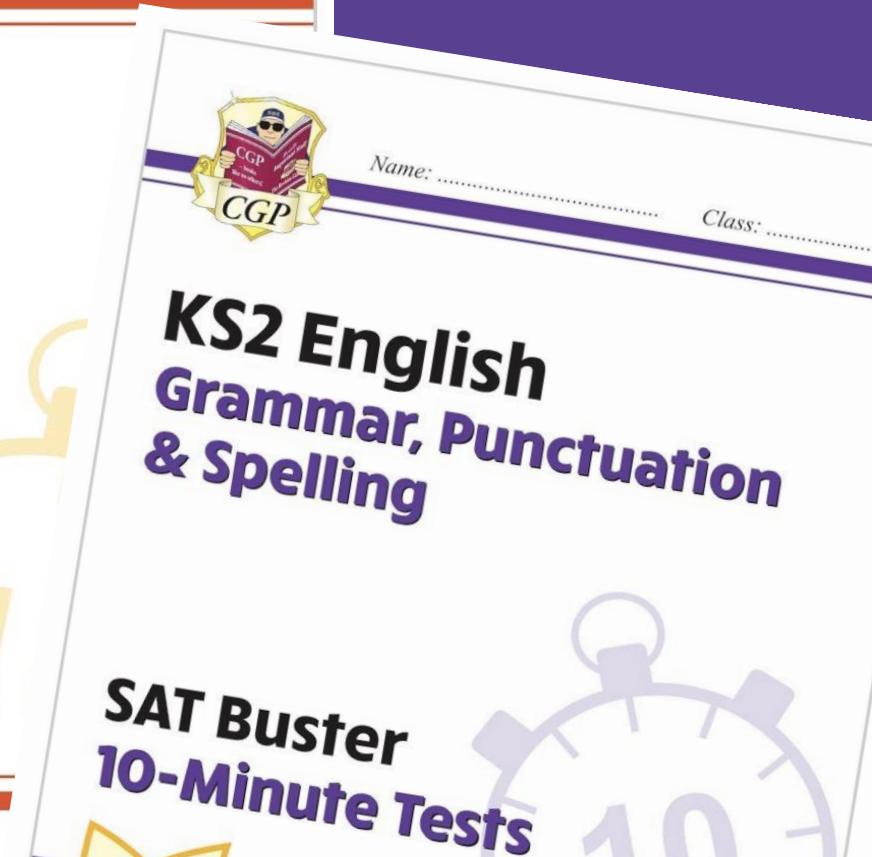
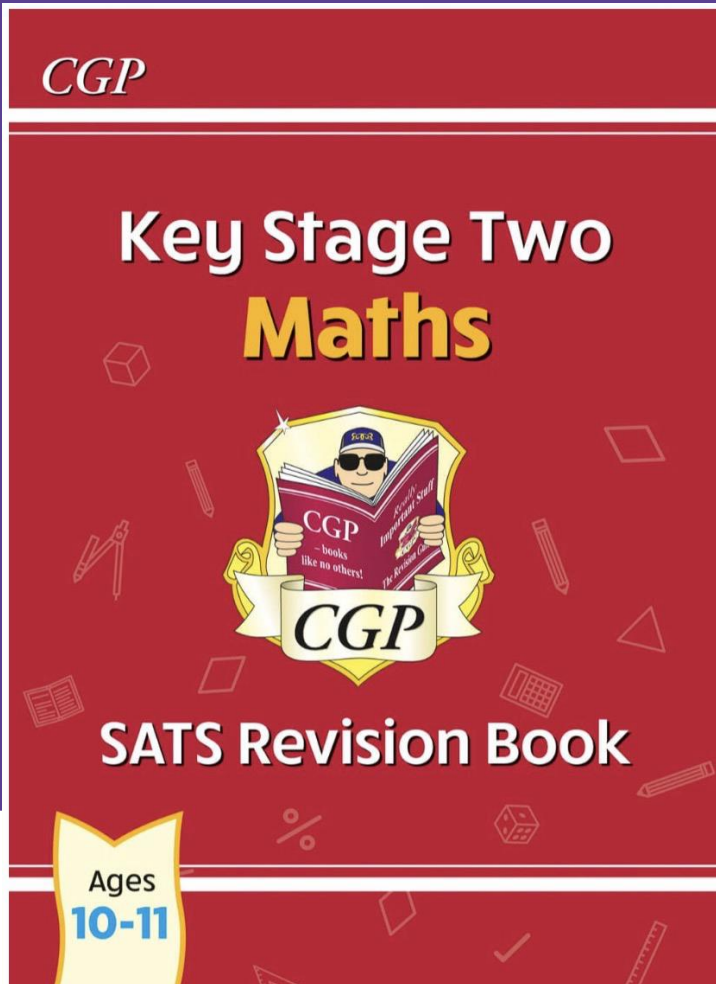


- Read for 15-30 minutes per night using a range of text types
- Practise basic Maths skills (+, -, x, ÷) – even whilst cooking tea!
- Times tables practise
- Specific CGP books and resources
- Encourage children to be in school promptly and attending.
- Ask your child's class teacher if you feel you would like any support or ideas.

CGP Workbooks

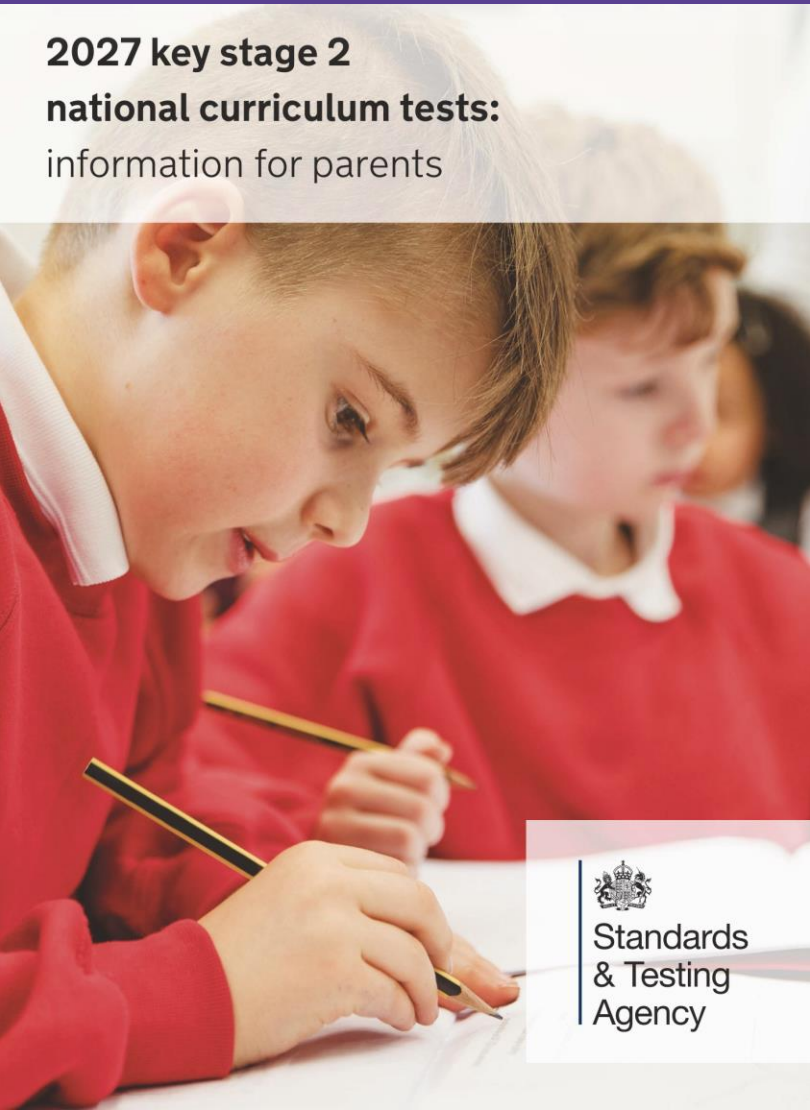


Available to order until Friday 23rd October



Resources for home

2027 key stage 2 national curriculum tests: information for parents

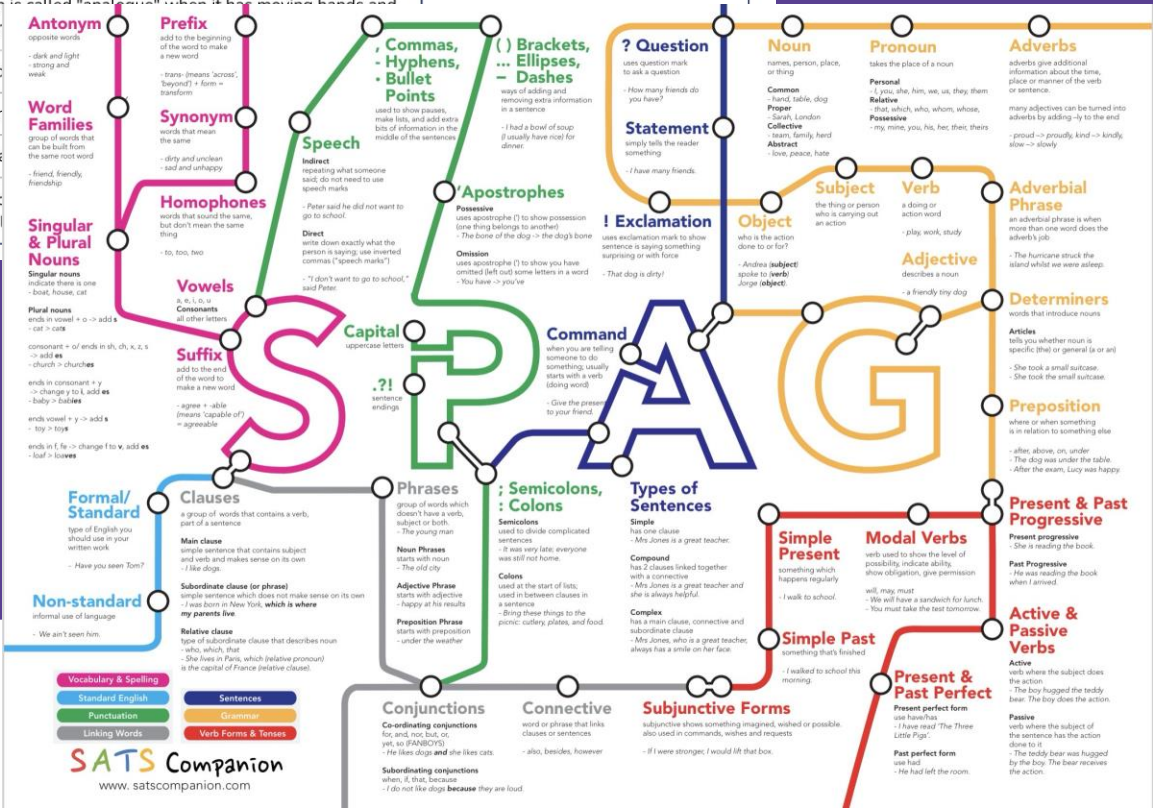



**Standards
& Testing
Agency**

The Ultimate Maths Vocabulary List

A

Concept	Definition	My Notes
Acute angle	An angle between 0° and 90° (but not 90°).	
Add	To bring two or more numbers (or items) together to make a new total.	
Addend	Any of the numbers that are added together. addend + addend = sum	
Adjacent	Next to each other.	
Adjust	To change a number.	
Algebra	Uses letters (such as x or y) or other symbols in place of values, and then plays with them using special rules.	
am	The half of the day from midnight to midday. What we call morning.	
Analogue clock	A clock or watch (usually) hours r	
Angle	The number of c	
Angle at a point	The complete an	
Angle at a point on a line	The sum of the a	
Anticlockwise	In the opposite c hands of an anal	



What makes Year 6 special?



- Buddies
- Head Boy and Head Girl
- Festival Day
- End of Year celebration
- Performance

High School



Open Evenings

St Gregory's High School – Thursday 17th September

Great Sankey – Thursday 24th September

Penketh High – Thursday 1st October

Application Deadline

31st October

If you have any further questions, please email your child's class teacher:



Mrs Gaulton
c.gaulton@cvps.omegamat.co.uk



Mrs Southern
h.southern@cvps.omegamat.co.uk



Mrs Bower
e.bower@cvps.omegamat.co.uk



Miss Brownbill
l.brownbill@cvps.omegamat.co.uk



Miss Garty
c.garty@cvps.omegamat.co.uk

Any questions?