



Captain Cook Primary School

Key Stage Two Assessment Arrangements for Year 6 Parents.

Tuesday 15th March

How are children assessed at the end of Year 6?

- At the end of Year 6, each child will be assessed in:
 - Reading
 - Writing
 - Spelling, Punctuation and Grammar
 - Maths
 - Science
 - Teacher assessment is the main focus for Writing assessment.
 - For the other areas children will complete tests, as well as being given a teacher assessment.
 - Teacher Assessment provides a judgement that is based on knowledge of how well a pupil has performed over time.
 - Judgements are made against a set of new government standards.
-

What are the standards?

Interim teacher assessment framework at the end of key stage 2 - reading

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
 - read aloud with intonation that shows understanding
 - work out the meaning of words from the context
 - explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
 - predict what might happen from details stated and implied
 - retrieve information from non-fiction
 - summarise main ideas, identifying key details and using quotations for illustration
 - evaluate how authors use language, including figurative language, considering the impact on the reader
 - make comparisons within and across books.
-

What are the standards?

Interim teacher assessment framework at the end of key stage 2 - writing

Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly* (years 3 and 4)
- spelling some words correctly* (years 5 and 6)
- producing legible joined handwriting.

Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]

What are the standards?

Interim teacher assessment framework at the end of key stage 2 - mathematics

Working at the expected standard

- The pupil can demonstrate an understanding of place value, including large numbers and decimals
(e.g. what is the value of the '7' in 276,541?;
find the difference between the largest and smallest whole numbers that can be made from using three digits;
 $8.09 = 8 + \frac{9}{100}$;
 $28.13 = 28 + \square + 0.03$).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation
(e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$;
 $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$;
 $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$).
- The pupil can use formal methods to solve multi-step problems
(e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55;
a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?;
a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities
(e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake).
- The pupil can calculate using fractions, decimals or percentages
(e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$;
15% of 60;
 $1\frac{1}{2} + \frac{3}{4}$; $\frac{7}{9}$ of 108;
 0.8×70).
- The pupil can substitute values into a simple formula to solve problems
(e.g. perimeter of a rectangle or area of a triangle).
- The pupil can calculate with measures
(e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- The pupil can use mathematical reasoning to find missing angles
(e.g. the missing angle in an isosceles triangle when one of the angles is given;
the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

What are the standards?

Interim teacher assessment framework at the end of key stage 2 - science

Working at the expected standard

Working scientifically: this must be taught through, and clearly related to, the teaching of substantive science content in the programme of study.

- The pupil can describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.
- The pupil can ask their own questions about the scientific phenomena they are studying, and select and plan the most appropriate ways to answer these questions, or those of others, recognising and controlling variables where necessary - including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources of information.
- The pupil can use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate.
- The pupil can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- The pupil can present findings and draw conclusions in different forms, and raise further questions that could be investigated, based on their data and observations.
- The pupil can use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate their methods and findings.

Science content:

- The pupil can name, locate and describe the functions of the main parts of the digestive, musculoskeletal, and circulatory systems, and can describe and compare different reproductive processes and life cycles, in animals.
- The pupil can describe the effects of diet, exercise, drugs and lifestyle on how their bodies function.
- The pupil can name, locate and describe the functions of the main parts of plants, including those involved in reproduction and transporting water and nutrients.
- The pupil can use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or in other ways.
- The pupil can construct and interpret food chains.
- The pupil can explain how environmental changes may have an impact on living things.
- The pupil can use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and describe how fossils are formed and provide evidence for evolution.
- The pupil can group and identify materials, including rocks, in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties.
- The pupil can describe the characteristics of different states of matter and group materials on this basis; and can describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle.

Continued on the next page

Interim teacher assessment framework at the end of key stage 2 - science

Working at the expected standard

- The pupil can identify, and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components.
- The pupil can identify, with reasons, whether changes in materials are reversible or not.
- The pupil can use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects, and the formation, shape and size of shadows.
- The pupil can use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard.
- The pupil can describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source.
- The pupil can describe the effects of simple forces that involve contact (air and water resistance, friction), and others that act at a distance (magnetic forces, including those between like and unlike magnetic poles; and gravity).
- The pupil can identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force.
- The pupil can use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams.
- The pupil can describe the shapes and relative movements of the sun, moon, earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the earth's rotation and that this results in day and night.

What tests will my child sit?

- Children will sit tests in:
 - Reading
 - English Grammar, Punctuation and Spelling
 - Maths
- The school is required to administer the SATs between **9th- 12th May** and all schools will be carrying out the tests at this time.
- Children's raw scores within the tests will be converted to a scaled score with '100' representing the 'national standard'.
- Government will not be able to outline what the scale will look like, until after the children have sat the tests.

How will the tests be administered?

- We aim to make the SATs non-threatening.
 - They will take place in classrooms, with the Year 6 staff members, Mrs Patton and Mrs Young.
 - We organise for the tests differently depending on the nature of them.
 - Children will be reassured throughout this time and reminded to simply, 'have a good go at it.'
-

Sample Test Questions

Reading: Monday 9th May

- The reading test consists of a reading booklet and an associated answer booklet.
- An hour to complete.
- Three different texts with three sets of questions.
- Different types of questions.

5 How can you tell that the International Space Station is very large?

1 mark

6 How did Anousheh's trip into space make history?

1 mark

7 Look at the text box *Who has already had a holiday in space?*

Complete the table about Anousheh's trip into space.

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

2 marks

8 Look at Anousheh's blog entry for September 25th.

Find and copy a group of words that shows that Anousheh wrote her blog for others to read.

1 mark

Sample Test Questions

SPAG: Tuesday 10th May

- The SPAG tests consists of two separate papers.
- Paper 1 which is a series of questions.
- Paper 2 which is a spelling test.
- 45 minutes for Paper 1.

15

Tick one box in each row to show how the modal verb affects the meaning of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

1 mark

16

What is the name of the punctuation mark used between the two main clauses below?

My sister loves team sports; my brother, on the other hand, prefers individual sports – such as athletics.

1 mark

Sample Test Questions

Maths: Wed 11th & Thurs 12th May

- A new **arithmetic paper** has replaced the old mental maths test.
- 30 minutes to complete 36 questions.
- In school we focus on arithmetic in every year group through '5 A Day'.

10	$\frac{4}{5} - \frac{1}{5} =$	<input type="text"/>	<input type="checkbox"/> 1 mark
11	$630 \div 9 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

7	$472 - 9 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
8	$2.5 + 0.05 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
9	$5 \times 4 \times 7 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

Sample Test Questions

Maths: Wed 11th & Thurs 12th May

- Two Maths Reasoning Papers.
- One test on the Wednesday, one on Thursday.
- 40 minutes to complete.

8

Maria bakes cakes and sells them in bags.



She uses this formula to work out how much to charge for one bag of cakes.

$$\text{Cost} = \text{number of cakes} \times 20\text{p} + 15\text{p for the bag}$$

How much will a bag of 12 cakes cost?

£

1 mark

Olivia buys a bag of cakes for £5.15

Use the formula to calculate how many cakes are in the bag.

Show your method

cakes

2 marks

Further Information



Key documents

[Special Educational Needs](#)

[Pupil Premium](#)

[Policies](#)

[Sports Funding](#)

[School Prospectus 2015](#)

[School Admissions](#)

[Year 2 Assessment Information](#)

[Year 6 Assessment Information](#)

[Parent Satisfaction Survey 2016](#)

Year 6 Assessment Information

[New Government Standards for end of Year 6](#)

[Sample Grammar and Punctuation Test](#)

[Sample Spelling Test](#)

[Sample Reading Test-Questions](#)

[Sample Reading Test-Booklet](#)

[Sample Arithmetic Paper](#)

[Sample Reasoning Paper](#)

[Sample Reasoning Paper](#)

How will teacher assessment be reported to parents?

- Old levels now been abolished.
- Expected level at the end of Y6 will now be scaled, with 100 being the expected standard.
- It is expected that the majority will be working at this standard, but some will be above or below.
- Once teacher assessments have been submitted and test scores have been published, you will receive information on your child with their annual report.
- Children will be assessed as:
 - Working towards the expected standard;
 - Working at the expected standard;
 - Working at 'greater depth' within the expected standard.

* Not three standards in all areas.

What happens if my child has not met all the standards?

- You will get chance to discuss how your child is progressing during parent consultations next week.
 - As with levels, there will always be children who for a variety of reasons find some aspects more difficult than others.
 - We aim to support all children in making sure that they are progressing well and that they remain happy and confident.
 - Assessment information will be passed on to secondary colleagues as part of their transition.
-

How to Help Your Child at Home

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what books they are reading (the character, the plot, their opinion).
- Ask them to let you know what their worries and concerns are so that you can reassure and help them where you can.

How to Help Your Child with Reading

Listening to your child read can take many forms.

- Most importantly, focus on developing an enjoyment and love of reading.
- 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.

How to Help Your Child with Reading

Remembering

When and where did the story take place?
Who are the main characters?
What does the main character look like?
How does the book begin?
Where in the book would you find...?

Understanding

What is the book about?
From whose point of view is the story told?
What is happening?
What might this mean?
Which part do you like best? Why?

Applying

Can you think of another story with a similar theme?
Can you think of another story character similar to a character in this book?
Have you had any similar experiences?
Which stories have openings like this?
Can you think of another author who writes in a similar style?

Analysis

How has the author used description to show how this character is feeling?
How does the layout help ...?
Can you explain why ...?
Why did the author choose these words?
What evidence can you use to support your view?

Evaluating

Which text/story is better? Why?
Which parts of the text could be improved?
Which text is more persuasive? Why?
Did it have an effective ending?
Who would you recommend this to?

Creating

Using the evidence in the text, what do you think about ...?
If you were the main character, how would you have reacted to this?
What would this character think?
Are there any other reasons why this might have happened?
Have the views in this text affected your opinion? Why? How?

The Race

It was the final lap of the race. The sixty-sixth lap of hair-raising, one hundred miles per hour madness. John was all set for the victory, around the final bend he came, then
bang...

Everything stopped. John could see the flashes of red, green and blue flying past and on to the finish line. He placed his head in his hands and sighed.

How is John feeling at the end of this story?
Why would he be feeling that way?

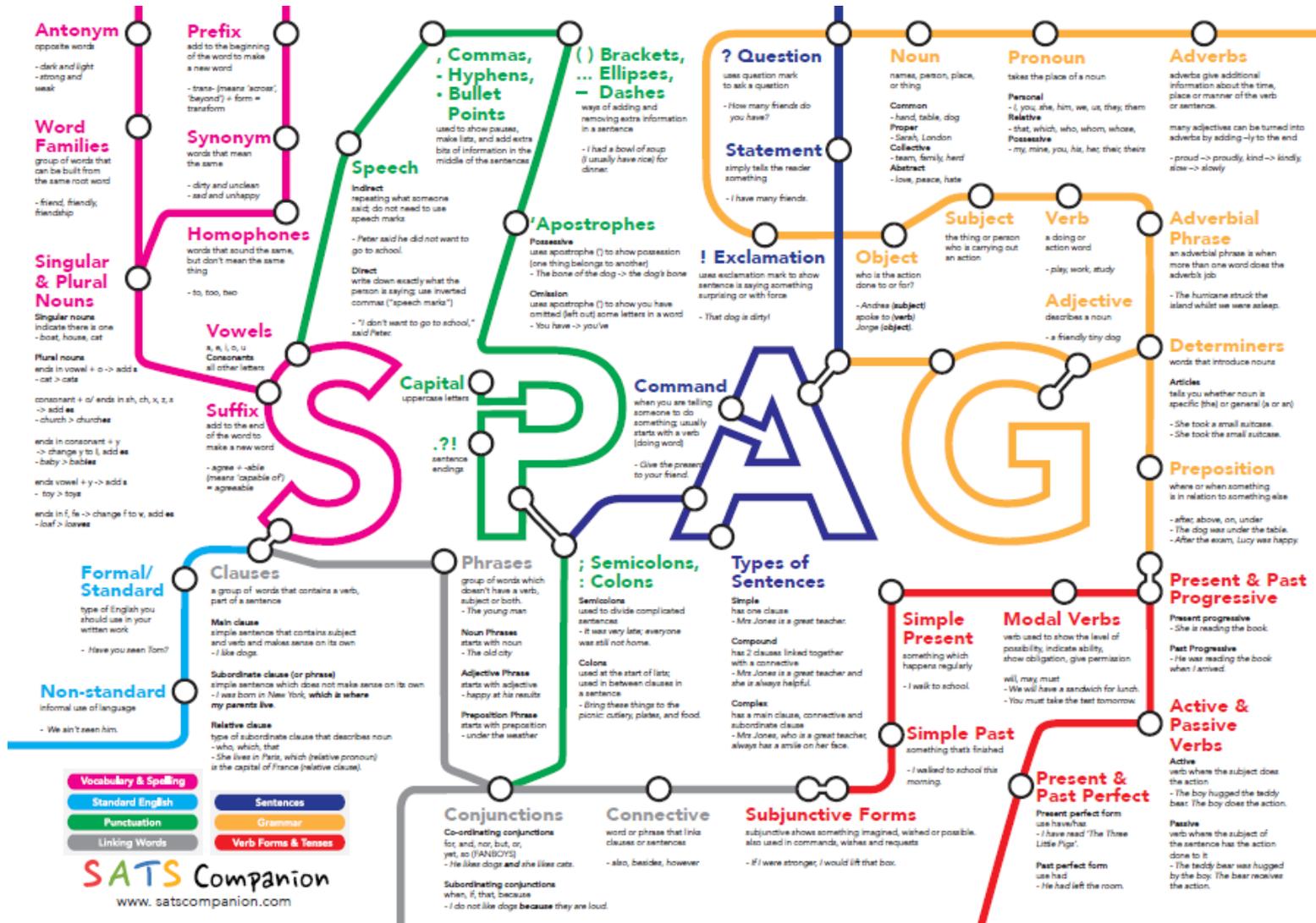
How to Help Your Child with SPaG

- Practise and learn spellings– make it fun!
- Look at the sample materials and re-assure your child about the content and the importance of trying their best.
- It is also important to encourage children to move on if they do not understand something and come back at the end to work through these together, as at the moment it doesn't appear that the questions will get progressively harder.
- Look up any unfamiliar terminology – Google or a good SPaG terminology dictionary might help you here, as well as your SPaG definitions map.
- Try and encourage children to use adventurous punctuation in their reading records, you could even ask them to put it into something you have written.
- Ask the children if they can teach you or a sibling or family member how to use a : or ; or a - . If they can show someone else where to use it then they've cracked it!
- Understanding main and subordinate clauses, and understanding word types is key to a lot of the other learning so start there...

How to Help Your Child with SPaG

G1	G2	G3	G4	G5	G6	G7
Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality
<ul style="list-style-type: none"> ◆ Noun ◆ Adjectives ◆ Verb ◆ Adverbs ◆ Pronouns ◆ Conjunctions ◆ Prepositions 	<ul style="list-style-type: none"> ◆ Statement, Command, Question, Exclamation 	<ul style="list-style-type: none"> ◆ Sentences and Clauses <ul style="list-style-type: none"> ◆ Main clause ◆ Subordinate clause 	<ul style="list-style-type: none"> ◆ Past & Present Tense <ul style="list-style-type: none"> ◆ Modal verbs (certainty and possibility) ◆ Active and Passive voice 	<ul style="list-style-type: none"> ◆ Capital Letters ◆ Full stops ◆ Question Marks ◆ Exclamation Marks ◆ Commas: lists, clarify meaning, after fronted adverbials. <ul style="list-style-type: none"> ◆ Inverted commas ◆ Apostrophes: possession, contraction. ◆ Parenthesis: brackets, dashes, commas. ◆ Colons: independent clauses, lists. <ul style="list-style-type: none"> ◆ Semi-colons: independent clauses, lists. ◆ Dashes: clauses <ul style="list-style-type: none"> ◆ Hyphens ◆ Bullet points 	<ul style="list-style-type: none"> ◆ Prefixes ◆ Suffixes ◆ Synonyms ◆ Antonyms ◆ Root words ◆ Word Families 	<ul style="list-style-type: none"> ◆ Was vs were ◆ Formal and Informal Vocabulary, Speech and Sentence Structures.

How to Help Your Child with SPaG



Vocabulary & Spelling

Standard English

Punctuation

Linking Words

Sentences

Grammar

Verb Forms & Tenses

How to Help Your Child with Writing

- Practise and learn your child's spellings– make it fun!
- Practise handwriting.
- Encourage opportunities for writing and write together. You could write letters to family or friends, shopping lists, notes or reminders, stories or poems, find interesting photographs on the internet and invent stories about them. Vocabulary and spelling are very important.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

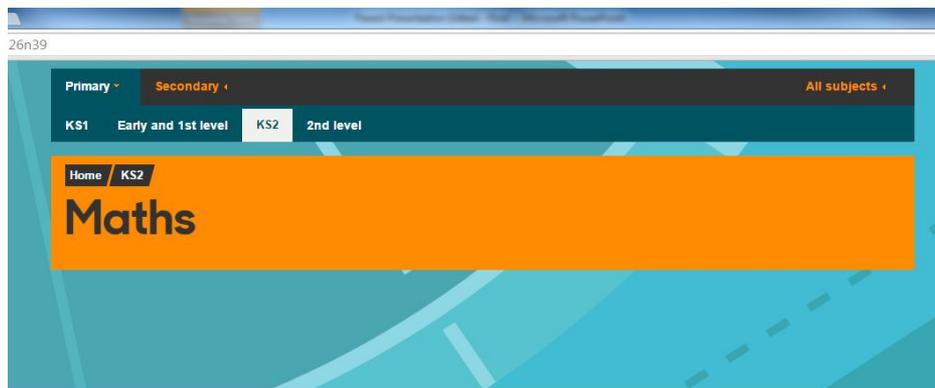
How to Help Your Child with Maths

- Play times tables games
- Play mental maths games including counting in different amounts, forwards and backwards.
- Practise and learn all times tables!!!
- Practise written methods for \times \div $+$ $-$ can they teach you these methods?? (*calculation policy*)
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Practise \times and \div by 10,100,100 with decimals and for converting units of measure.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess.

How to Help Your Child with Maths

BBC BITESIZE

<http://www.bbc.co.uk/education/subjects/z826n39>



Topics

Mathematical skills

- Communication
- Problem solving
- Reasoning
- Estimating

Number and systems

- Counting and integers
- Place value and ordering
- Relationships, patterns and sequences

Shape

- 2D and 3D shapes

Useful Websites

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm>

<http://www.topmarks.co.uk/>

<http://www.bbc.co.uk/education/subjects/z826n39>

CGP and Rising Stars are also good brands if you are looking for any revision guides or workbooks and can be ordered on amazon.