

Aims of the session:

- ❑ Familiarisation with the papers
- ❑ Expectations when completing the tests
- ❑ Ways to help at home





Testing in English

- ❑ There are **3 assessments** in English: reading, writing and SPAG.
- ❑ Reading and SPAG are assessed in test form during the SATs week in May.
- ❑ Writing is assessed using evidence from across the year with a particular focus on the work they produce in May and June and is teacher assessed.



SPAG - 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.

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Experience the test.



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- 1) Josh
- 2) In the first sentence it says that Fred ate a sweet orange and in the second it says that he ate a sweet and the balloons were orange.
- 3) Luckily for us, the ball rolled slowly past the goal.
- 4) After three hours of hard work, the builders managed to dig out the tree.
- 5) which, who, that
- 6) the, its, a
- 7) Britain was invaded by the Romans over two thousand years ago.
- 8) adverb, conjunction, conjunction



Key Takeaways

- ❑ Children can apply common sense to a lot of questions. The terminology makes it seem trickier than it is.
- ❑ Children must be incredibly accurate with spelling and punctuation. Punctuation must be accurately formed and relative in size to the text.
- ❑ Children must use the correct punctuation when writing a sentence. If they don't, they miss out on the mark.
- ❑ Read the questions carefully.

Tick the sentence that shows Lara is **most likely** to go swimming on Saturday.

Tick **one**.

Lara will go swimming on Saturday. ☐

Lara should go swimming on Saturday. ☐

Lara might go swimming on Saturday. ☐

Lara could go swimming on Saturday. ☐

Tick all the sentences that have been punctuated correctly.

Tick **all** the correct responses.

When you have tidied your bedroom, you can play in the garden? ☐

If I tidy my bedroom, can I play in the garden? ☐

You can play in the garden if you tidy your bedroom? ☐

Can I play in the garden when I have tidied my bedroom? ☐

What could the **exclamation mark** tell you about the sentence below?

"We are going swimming tomorrow!"

Tick **all** the correct responses.

It shows that the person feels strongly about going swimming. ☐

It shows that the person has not finished speaking. ☐

It shows that the person is speaking loudly. ☐

It shows that the person is not sure if they are going swimming. ☐



Reading

- ❑ The reading test consists of a single test paper with three unrelated.
- ❑ 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, others require short answers and some require an extended response or explanation.

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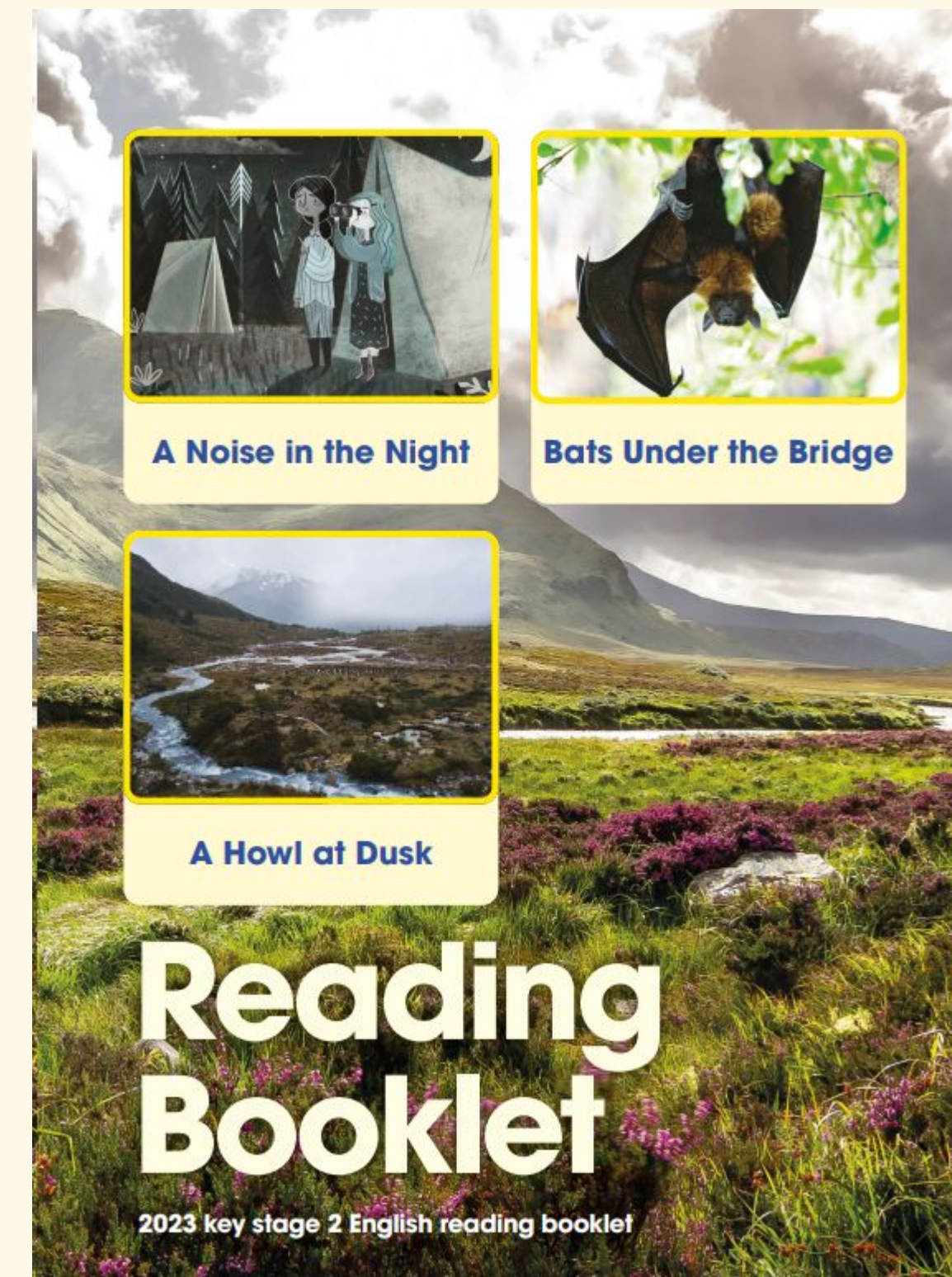
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Children have a lot of reading to do in the test.

The questions at each section are fairly straight forward and they get gradually harder throughout the section.



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4

Look at the paragraph beginning: *Oliver rowed...*

Find and copy one word that suggests that the summer afternoon was quiet.



1 mark

5

...they crossed the glassy surface of the lake.

Give two impressions this gives you of the water.



1. _____

2. _____

2 marks

21

In what ways might Martine's character appeal to many readers?

Explain fully, referring to the text in your answer.

A large rectangular box with a black border, containing ten horizontal lines for writing the answer.

3 marks



Writing

Throughout the year we do an assessed piece of writing every two to three weeks.

- Non-chronological reports
- Diary
- Letter
- Recount
- Missing person's report
- Narrative
- Instructions
- Explanation text

grammatical features -> planning -> writing -> editing/redrafting

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Writing is a secure fit
assessment not a best fit.

Working at the expected standard

The pupil can:

- 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 year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- 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 writing³ 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.[^]

[There are no additional statements for spelling or handwriting]

Our Non-Negotiables



Common Spelling Mistakes

Homophones/Near Homophones

our/are their/there/they're of/off
to/too/two were/where

Doubling the Consonant

stop = stop**ping**
cram = cram**med**

Adding the suffix -ly

careful = careful**ly**
suspicious = suspicious**ly**
like = lik**ely**

Adding the suffix -ful

beauty = beaut**iful**
remorse = remorse**ful**

Basic Punctuation

Capital Letters and Full Stops

The museum **P**olly and **I** visited was the **N**ational **H**istory **M**useum.

Commas in a List

The quiet, unassuming child entered the library.

Mark packed his bag, opened the door and ran as quickly as he could.

Question Mark & Exclamation Mark

What is the point?

Wow, what an amazing performance!

Apostrophes for Possession

Tristan grabbed his sister's bag.

The boys' changing room was flooded.

Varied Sentence Structures

Simple Sentences

The silence was deafening.

Fronted Adverbials

With a menacing grin, Tilly lurched forward.

Subordinate Clauses

When she opened the door, the musty odour of entombed air spilled into the hall.

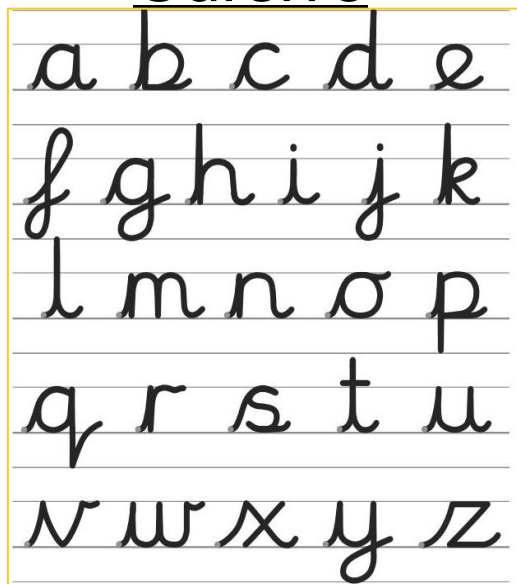
Although hippos are vegetarian, their deadly strength makes them one of Africa's most dangerous animals to humans.

Embedded Relative Clauses

The unrelenting smoke, which was billowing from the fire, consumed Fred's lungs.

The Amazon, which is located in South America, is one of the longest rivers in the world.

Cursive



Accurate Speech Punctuation

"I've seen that man before,"

stuttered Alex, a wave of panic rushing through his veins.

Sophie rolled her eyes and muttered,

"I don't see the point in this, do you?"

Paragraphs

★ All the sentences within a paragraph should be about the **same person, place, time or topic.**

★ When the person, place, time or topic **changes**, you should **start a new paragraph.**

★ Every **new paragraph** should start on a **new line.**

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



Ways to help at home:

- ❑ Support your child with keeping up-to-date with homework
- ❑ Reading, reading and more reading
- ❑ Constant recap of grammatical vocabulary