



Tuesday 23rd January

Assessment

Kent Test (11+)

- Look on the KCC website to find their familiarisation booklet
- www.kent.gov.uk
- WH Smiths
- Internet – Google: Kent Test Practice papers
- Further parent meeting to be held in May

“Coaching is not required or permitted.

If we receive evidence that a school is coaching we reserve the right to “unlink” it from PESE (Procedure for Entry to Secondary Education), and no longer to send test materials to the premises.”

We are considering developing our own reasoning tests to support children with exam techniques later in the year.

What does the test consist of?

- Paper 1: Maths and English
- Paper 2: Reasoning

Verbal

In these questions, the same letter must fit into both sets of brackets, to complete the word in front of the brackets and begin the word after the brackets.

1

Example

dis [?] urt

muc [?] ole

A p

B h

C e

D s

E k

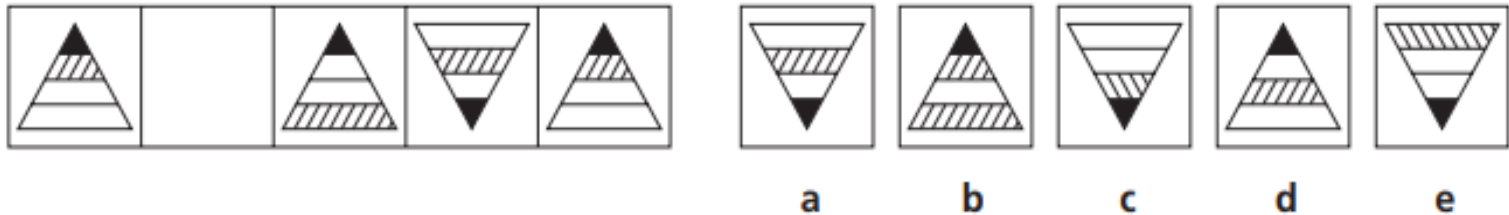
*The answer is **h** (the four new words are **dish**, **hurt**, **much** and **hole**) and this has been marked on the answer sheet on page 15. Now try the practice question below:*

Non-Verbal

To the left in the row of shapes below there are five squares arranged in order. One of these squares has been left empty. Find which one of the five squares on the right should **take the place** of the empty square and **mark its letter on your answer sheet**.

4

Example: Complete the series



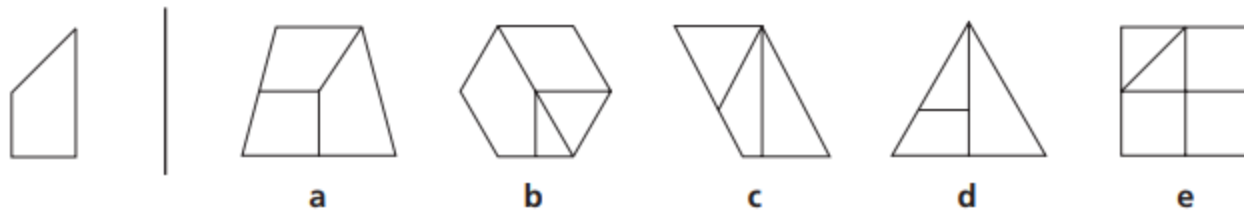
*The answer is **a**. This series has two rules. Firstly, the triangle flips over to point up, then down, then up etc. Secondly, the striped bar moves down a row each time until it gets to the bottom of the triangle when it moves up again. Therefore the missing shape must be a triangle pointing down with the striped bar two rows down. The answer **a** has been marked on the answer sheet on page 15. Now try the practice question below:*

Spatial

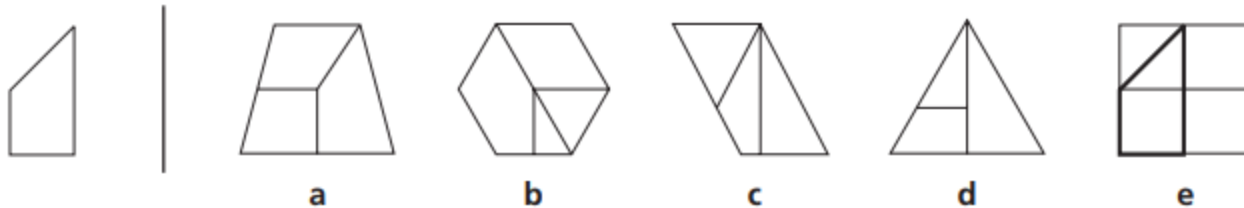
These questions contain hidden shapes. The shape on the left is the target. The target is hidden in one of the five shapes to the right of the line. **It is exactly the same size and same way round where it is hidden.** All of the sides of the target must be visible in the shape where it is hiding. Choose which of the five shapes contains the hidden target and **mark its letter on your answer sheet.**

3

Example



The answer is **e**. The hidden target is shown in bold below so that you can clearly see this, and the answer **e** has been marked on the answer sheet on page 15.





Tuesday 23rd January

Year 6 Assessment

When is assessment happening:

Mock SAT's week: Week beginning Monday 5th March

SAT's week: Week beginning Monday 14th May

Writing assessment: From Monday 4th June

Order of tests:

Monday 14th May: GPS (45 minutes) and spelling

Tuesday 15th May: Reading (60 minutes)

Wednesday 16th May: Maths Arithmetic (30 minutes) and Maths Reasoning 1 (40 minutes)

Thursday 17th May: Maths Reasoning 2 (40 minutes)

Assessment you will receive

This is the last year Reading and Maths will be teacher assessed.

Maths: teacher assessment and test score.

Reading: teacher assessment and test score.

GPS: test score.

Writing: teacher assessment.

Science: teacher assessment.

Teacher assessments:

Maths, Science and Reading

EXS: Working at the expected standard.
HNM: Has not met the expected standard.
PKS: Pre-key stage

Writing

GDS: Working at greater depth.
EXS: Working at the expected standard.
WTS: Working towards the expected standard.
PKS: Pre-key stage

Test scores:

All tests are marked and a standardised score generated.

Scores are between 80 and 120.

100 is considered the expected standard – the score for this is set when the tests are marked.

110 is considered to be working at a greater depth standard.

What is needed for teacher assessment in 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 is needed for teacher assessment in Maths?

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; $8.09 = 8 + \frac{9}{10}$; $28.13 = 28 + \square + 0.03$)
- calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$)
- 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?)
- 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)
- 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; $1\frac{1}{2} + \frac{3}{4}$; $\frac{7}{8}$ of 108; 0.8×70)
- substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)
- 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)
- 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 is needed for teacher assessment in Writing?

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 correctly¹ (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

What is needed for teacher assessment in Writing?

Working towards the expected standard

The pupil can:

- 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 year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

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]

What is expected in the Reading test:

- A lot of reading – the texts for the reading paper are approximately 2000 words.
- Split in to three separate texts.
- Approximately, 35 questions requiring a range of skills.
- Questions range in value from 1 mark to 3 marks, with 50 marks in total for the paper.

Examples of Reading questions:

2. Look at page 1.

What was unusual for Michael about this day?

1 mark

3. *...the 'putt-putt' of her engine was lost in the big, quiet stillness of the afternoon.*

Choose the best words to match the description above. Circle both of your choices.

The boat was

chugging

smoking

racing

roaring

along on the

cold sea.

bubbling
ripples.

smooth
waters.

rocking
tide.

1 mark

Examples of Reading questions:

5. Look at page 2.

How is the whale made to seem mysterious?

Explain **two** ways, giving evidence from the text to support your answer.

4. Look at page 1.

Find and copy two different words that show Michael enjoyed the feeling of the cool water.

1. _____

2. _____

3 marks

1 mark

What is expected in the GPS test:

- Answers all must be grammatically correct – if children are asked to write a sentence, missing punctuation will result in no mark being awarded – even if the answer is correct.
- Spelling, although tested separately, is considered when marking.
- 50 marks, usually over 45-50 questions.
- 45 minutes.
- Separate spelling paper testing spelling patterns from Year 3-6.

Examples of GPS questions:

These words are part of a word family.

circus circumnavigate circle

Write **one** word of your own that belongs to this word family.

1 mark

Elizabeth ate the biscuits. (active)

The biscuits were eaten by Elizabeth. (passive)

The sentences below have been written in the active voice.

Rewrite them in the passive voice.

The coastguard rescued her.

The ambulance took her to the hospital.

2 marks

Examples of GPS questions:

Complete the sentence below so that it uses the **subjunctive form**.

If I _____ to have one wish, it would be for good health.

1 mark

Tick one box in each row to show if the sentence is in the **present progressive** or the **past progressive**.

Sentence	Present progressive	Past progressive
Joey was playing football in the park after school.		
Joey's football skills are improving all the time.		
Joey is hoping to be a professional footballer.		

1 mark

What is expected in the Maths tests:

- Paper 1 – Arithmetic
 - 30 minute paper, worth 40 marks.
 - Questions are all written in number form and require children to use a range of skills.
- Paper 2 and 3 – Reasoning
 - Two 40 minute papers, each worth 35 marks.
 - Questions are put into word form and require children to use a range of skills.

Examples of Arithmetic questions:

$$\frac{4}{6} \times \frac{3}{5} =$$

1 mark

$$15\% \times 440 =$$

1 mark

$$3^3 - 3^2 =$$

1 mark

Examples of Reasoning questions:

n and p stand for two numbers.

n is a multiple of 5

p is a multiple of 6

$$\frac{n}{p} = \frac{2}{3}$$

Find numbers that n and p stand for.

Show
your
method

$n =$
$p =$

Three apples have a **mean** (average) mass of 100 grams.

The largest apple is removed.

The **mean** mass of the remaining two apples is 70 grams.



What is the mass of the largest apple?

Show
your
method

g

2 marks

Examples of Reasoning questions:

Chen chooses a **prime** number.

He multiplies it by 10 and then rounds it to the nearest hundred.

His answer is **400**.

Write **all** the possible prime numbers Chen could have chosen.

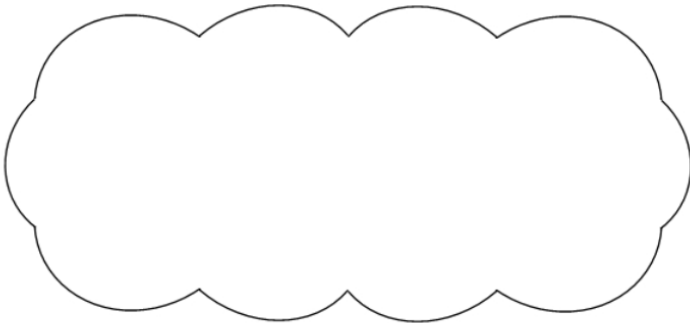
Megan says,

'If two rectangles have the same perimeter they must have the same area.'

Is she correct?
Circle **Yes** or **No**.

Yes / No

Explain how you know.



1 mark

_____ 2 marks

Boosters:

Year 6:

Maths boosters – before school Monday to Friday by invitation.

Maths and Reading workshops – during the Easter holidays, more information will be given in March.

Reading and Writing boosters – in school with a variety of adults.

Year 5:

Maths boosters – before school during Term 6 by invitation.

Ways to help at home:

- Encourage children to attend the booster sessions they are invited to.
- If you have agreed for your child to attend boosters, ensure they are punctual.
- Revision guides.
- Look at past papers at home together – all available online.
- Learn spellings and spelling patterns sent home.
- Encouraging children to use Mathletics on a regular basis to complete the tasks set.
- Use the key vocabulary lists to ensure children understand the wording that could appear in a test paper.
- Ensure children get a good nights sleep.
- Have a filling breakfast.
- Be positive – celebrate the successes.

SAT's week: Monday 14th May 2018

- Breakfast club funded by FOBS.
- No absence.
- Children must arrive on time.
- Any problems – contact the school ASAP to ensure provision can be made for your child.

Any questions?

