

## SATS INFORMATION EVENING - English

### Three Areas :

- Reading Test
- Grammar, punctuation and spelling test
- Writing (teacher assessed)

### WRITING

- On-going teacher assessment from writing in books throughout the year.
- Teachers highlight aspects of the writing using the 'interim framework' (attached) when we see evidence of its use in any piece of writing. This is why it is important that children know their targets and apply them in all writing they do which includes that outside of Literacy. For example, History and homework can lend itself to producing some excellent writing. **It is extremely important that there is evidence in the books to justify the level that we give:** 'Below' national standard, 'at' national standard or working at 'greater depth'.
- Broadly the writing is marked focusing on:

#### Sentence structure and punctuation:

- Use of varied sentences: shorter sentences and complex sentences
- Correct use and variety of punctuation: consistent use of capital letters and full stops, commas, speech marks, question marks, exclamation marks, semi colons, dashes and brackets

#### Text structure and organisation

- Use of appropriate layout to suit the genre that is being written
- Writing has a clear structure and is well organised
- Use of paragraphs, subheadings and bullet points

#### Composition and effect

- Appropriateness of task - ensuring that the writing includes all of the feature of the genre
- Choice of vocabulary. Strong focus on use of vocabulary types related to the grammar test. For example, use of co-ordinating and sub-ordinating conjunctions, prepositional phrases
- Sentences need to make grammatical sense - subject and verbs agree, correct use of tense
- Style of writing

Examples of writing tasks: Stories, playscripts, diary entries, letters from different point of views, descriptions, information leaflets, explanations, recounts, newspaper reports and 'discussion' writing about a specific topic; presenting a balanced point of view

## **GRAMMAR - Paper one (45 minutes)**

The test will assess 3 areas of learning:

- ✓ Vocabulary
- ✓ Sentence grammar and tense
- ✓ Punctuation

The test is arranged in a way which requires short answers and follows a variety of answer styles, such as filling in gaps within a sentence and multiple choice answers.

**Preparing for the test:** Within school, pupils are being prepared adequately for the test in conjunction with everyday teaching. The following points show what will be assessed in the tests, whilst giving you an outline of what to check for at home (in both written and spoken English).

### **Vocabulary**

- ✓ Pupils should have a broad vocabulary and use this imaginatively within written and spoken language regularly.

### **Sentence grammar**

- ✓ Pupils should have an understanding of the difference between a range of formal writing styles and be able to use an appropriate level of formality in their writing, e.g. in a letter of complaint, using assertive language to politely express a point, whereas in a diary entry language is used to express emotions.
- ✓ Know the difference between standard and non-standard English
- ✓ Appropriate verb usage (agreement with tense e.g. past tense verbs used appropriately - Yesterday I ran/ Today I will run/ I am running).
- ✓ Prepositions used appropriately
- ✓ Understand the range of word classes and know the grammatical function of these e.g. nouns, adjective, conjunctions, articles
- ✓ Understand sentence types, e.g. questions, statements, commands. Use them appropriately.
- ✓ Be able to use grammar in a complex sentence accurately, e.g. clauses, phrases, conjunctions.
- ✓ Understand importance of organising work using paragraphs and be able to link ideas between paragraphs appropriately by referring back to ideas.

## Punctuation

- ✓ Be able to proof-read, e.g. check a draft for spelling and punctuation errors, omissions and repetitions.
- ✓ Use punctuation marks correctly...including full stops, question marks, commas, inverted commas and apostrophes to mark possession and omission.

## Paper two: Spelling (20 minutes approx.)

Preparing adequately for weekly spelling tests is imperative in helping to improve awareness of spelling patterns.

- ✓ To sound out phonemes (sounds)
- ✓ Apply spelling conventions (patterns)
- ✓ Use techniques such as recognising common letter strings, visual patterns, analogies etc.
- ✓ Check spellings
- ✓ Revise and build on knowledge of words and spelling patterns.
- ✓ Prefixes and suffixes
- ✓ Word roots, families and origins of words
- ✓ Be able to spell words with inflectional endings.
- ✓ Use appropriate terminology e.g. syllable, consonant, homonyms, synonyms, phoneme etc

## Ways to help at home

- Remind children to ensure 'the code' is used in all of their writing:

**C** - Conjunctions

**P** - Paragraphs

**P** - Punctuation

**S** - Sentence openers

**V** - Vocabulary

**E** - Engage the reader (make writing interesting)

**W** - Wow' words

- Read a range of texts to develop use of the above as well as knowing what different genres of writing look like and to develop a varied vocabulary
- Learn spellings each week and know how to use them in sentences correctly.
- **Keep a vocabulary list of interesting words** eg synonyms (better words) for 'said', powerful verbs for different actions etc. Ensure that definitions of words are fully understood so that they are used correctly in writing - ambitious vocabulary is only effective if it is used well!
- **Ensure handwriting is joined, neat and even in size.**
- Ensure that capital letters are not used incorrectly eg within words or in sentences that do not use a proper noun.

