



Welcome to the Year 6 SATs Meeting

Thursday 16th November 2023

What are SATs?

- SATs are Statutory Assessment Tests taken by all pupils in Year 6 in primary school.
- They are used to show children's progress compared to their peers nationally.

How is progress measured?

- From 2016, KS2 national curriculum stopped using levels and scaled scores were introduced instead.
- Children's scaled score is based on their raw score and the raw score is the total number of marks they get from the questions they answer correctly.
- As the difficulty of test may vary each year, the number of raw scores needed to achieve a scaled score of 100 may also change.

How is progress measured?

A scaled score of 100 will always represent the expected standard on the test. Pupils scoring at least 100 will have met the expected standard.

English reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	81
6	83
7	84
8	85
9	86
10	87
11	88
12	89
13	90
14	91
15	91
16	92

English reading	
Raw score	Scaled score
17	93
18	94
19	94
20	95
21	96
22	97
23	97
24	98
25	99
26	100
27	100
28	101
29	102
30	103
31	103
32	104
33	105

English reading	
Raw score	Scaled score
34	106
35	107
36	108
37	108
38	109
39	110
40	112
41	113
42	114
43	115
44	116
45	118
46	119
47	120
48	120
49	120
50	120



When will SATs take place?

Monday 13th May – Thursday 16th May

Monday 13th May

English Grammar (45 mins) and Spelling Test (+ 20 mins)

Tuesday 14th May

Reading Test (60 mins)

Wednesday 15th May

Arithmetic Test (30 mins) and Maths Paper 2 (40 mins)

Thursday 16th May

Maths Paper 3 (40 mins)

When and how the SATs are completed?

- The tests take place during normal school hours, under exam conditions.
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- After the tests are completed, the papers are sent away to be marked **externally**.
- The results are then sent to the school in July.

Grammar, Punctuation and Spelling: Paper 1 (GPS) – Monday 13th May

The children will have been working hard with their class teacher on developing and securing their knowledge of the technical vocabulary needed in this test.

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.

Grammar, Punctuation and Spelling: Paper 1 (GPS)

Example questions:

4

Which sentence must end with a **question mark**?

Tick **one**.

Shall we go round the fitness trail in the park

We could go tomorrow if you like

What I really like is the rope bridge

Let me know what you would like to do

1 mark

32

The teacher wants to write a sign to remind children to turn the lights off.

Write the **command** that the teacher might use on the sign.
Remember to punctuate your answer correctly.

e.g. Switch off the lights! Please turn off the lights

1 mark

37

Complete the sentence below with an appropriate **subordinating conjunction**.

e.g. Although, While it rained all afternoon, the picnic was a success.

1 mark

Grammar, Punctuation and Spelling: Paper 2: Spelling

Paper 2 is a shorter paper that focuses solely on spellings. Example questions:

Spelling

1. The children were _____ the objects from smallest to largest.
2. Do not show _____ to anyone.
3. I was given a _____ award.

2022 Spelling script

Spelling 1: The word is **ordering**.

The children were **ordering** the objects from smallest to largest.

The word is **ordering**.

Spelling 2: The word is **disrespect**.

Do not show **disrespect** to anyone.

The word is **disrespect**.

Spelling 3: The word is **special**.

I was given a **special** award.

The word is **special**.

Reading: Tuesday 14th May

There is one reading test that lasts for **60 minutes**.

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.

These could be any combination of **non-fiction, fiction and/ or poetry**.

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.

Reading

The reading SATs paper requires a range of answer styles. Example questions:

Questions 1–11 are about *The Parsnips* (pages 4–6)

1 Veronika’s football team has two names.

What are the **two** names?

1. _____

2. _____

1 mark

THE CLUB – THE FACTS

Name: Parrs Under 11s, also known as “The Parsnips”

Ground: Lornton FC, Low Road, Lornton

Capacity: 500

Plays in: The Nettie Honeyball Women’s League

Sponsor: Sweet Peas Garden Centre, Mowborough

Coach: Hannah Preston

Assistant coach: Katie Regan

Qu.	Requirement	Mark
1	<p>Veronika’s football team has two names.</p> <p>What are the two names?</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to Parrs Under 11s and The Parsnips, e.g.</p> <ul style="list-style-type: none">• <i>The Parsnips</i>• <i>Parsnips</i>• <i>Parrs under 11s</i>• <i>Parrs.</i>	1m

Reading

Example questions: Based on text 2: My Circus Life

17 Look at page 9.

Vladik is always changing his *Dralion* performance.

Give **two** ways that these changes to his performance happen.

1. _____

2. _____

2 marks

Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

Qu.	Requirement	Mark
17	<p>Look at page 9.</p> <p>Vladik is always changing his <i>Dralion</i> performance.</p> <p>Give two ways that these changes to his performance happen.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">Vladik's performance changing naturally / without him knowing how it happens, e.g.<ul style="list-style-type: none"><i>changes happen naturally</i><i>he just does the changes and he doesn't even realise.</i>Vladik deliberately making changes to his performance, e.g.<ul style="list-style-type: none"><i>he modifies them on purpose</i><i>they happen deliberately.</i>Vladik adding a trick, e.g.<ul style="list-style-type: none"><i>putting in a new trick.</i>	Up to 2m

Reading

Example questions: Based on the whole text

Qu.	Requirement	Mark
33	<p>Think about the whole text.</p> <p>What impressions do you get of Penelope as she describes her unusual experience?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Acceptable points:</p> <ol style="list-style-type: none">1. curious2. imaginative3. confused4. unafraid5. solitary / content with her own company6. observant <p>Award 3 marks for two acceptable points, at least one with evidence, e.g.</p> <ul style="list-style-type: none">• 1. <i>She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.</i> [AP2 + evidence]• 2. <i>That she is good at noticing things that go on.</i> [AP6]• 1. <i>I think she is just a curious girl who wants to know everything that is going on.</i> [AP1]• 2. <i>She is very confused. 'I never felt them touch me and this gave me a curious sensation.'</i> [AP3 + evidence] <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence, e.g.</p> <ul style="list-style-type: none">• 1. <i>Brave because she did the right thing in the situation.</i> [AP4]• 2. <i>She was a person who definitely kept herself to herself.</i> [AP5]• 1. <i>She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'</i> [AP4 + evidence] <p>Award 1 mark for one acceptable point, e.g.</p> <ul style="list-style-type: none">• 1. <i>She likes to find out about other people.</i> [AP1]	Up to 3m

33

Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

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

1. _____

2. _____

3 marks

Maths

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 15th May
- Paper 2: Reasoning (40 minutes) – Wednesday 15th May
- Paper 3: Reasoning (40 minutes) – Thursday 16th May

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks** and lasts for **30 minutes**.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.

Example questions:

32	$2\frac{1}{2} - \frac{2}{3} =$	<input style="width: 50px; height: 20px;" type="text"/> 1 mark

33	$\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline \end{array}$	<input style="width: 50px; height: 20px;" type="text"/> 2 marks
Show your method		

Qu.	Requirement	Mark	Additional guidance
32	$1\frac{5}{6}$ OR $\frac{11}{6}$	1m	Accept equivalent mixed numbers, fractions or an exact decimal equivalent, e.g. $1.8\dot{3}$ (accept any unambiguous indication of the recurring digits). Do not accept rounded or truncated decimals.
33	Award TWO marks for the correct answer of 273,226 If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g. <ul style="list-style-type: none"> • $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28546 \\ 244680 \\ \hline 273126 \text{ (error)} \end{array}$ OR • $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28544 \text{ (error)} \\ 244680 \\ \hline 273224 \end{array}$ 	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark. Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens: $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28546 \\ 24468 \text{ (place value error)} \\ \hline 53014 \end{array}$

Maths Paper 1 (Arithmetic)

Example 1-mark questions:

6 $6.48 + 8.6 =$

6.48	
+ 8.6	
<u>15.08</u>	
1	

1 mark

15 $= 596 \times 7$

596	
<u>x 7</u>	
4172	
64	

1 mark

27 $15\% \text{ of } 3,200 =$

10% of 3,200 = 320	
5% of 3,200 = 160	
15% of 3,200 = 480	

1 mark

35 $6 + 4 \div 2 =$

$4 \div 2 = 2$	
$6 + 2 = 8$	

1 mark

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 15th May and **paper 3** will take place on **Thursday 16th May**. These tests have a total of **35 marks** each and lasts for **40 minutes** each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Maths Papers 2 (Reasoning)

Example questions:

6

Emma has a 5 litre bag of compost.



She uses 2.75 litres.

How much compost does Emma have left?

2.25 litres

1 mark

7

In a race, Ali completes a swim, a run and a bicycle ride.

The swim is $\frac{1}{10}$ of the total distance.

The run is $\frac{3}{10}$ of the total distance.

What fraction of the total distance is the **bicycle ride**?

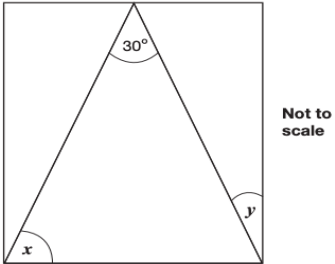
$\frac{6}{10}$

1 mark

Maths Papers 2 (Reasoning)

Example question:

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

<p>24 Award TWO marks for the correct answer of $x = 75$ AND $y = 15$</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method calculating both angles, e.g.</p> <ul style="list-style-type: none">$180 - 30 = 150$ $150 \div 2 = 70$ (error) $90 - 70$ <p>OR</p> <p>Award ONE mark for either correct x OR y.</p>	<p>Up to 2m</p> <p>Answer need not be obtained for the award of ONE mark.</p> <p>If there is no evidence of an appropriate method and the values for x AND y are incorrect, accept for ONE mark $x + y = 90$, unless x is between 65–69 (inclusive) AND y is between 21–25 (inclusive).</p>
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Maths Papers 3 (Reasoning)

Example questions:

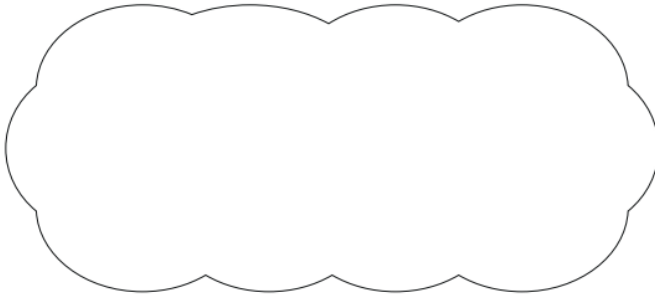
19

Jack says,

When you square a prime number, the answer has only two factors.



Explain why Jack is **not** correct.



1 mark

19

Award **ONE** mark for a correct explanation, e.g.

- It has 3 factors – the prime number, 1 and the square of the prime number.
- The prime number has 2 factors; the squared prime number will be divisible by one, itself and the prime number.
- All prime numbers squared have 3 factors.

OR

A correct explanation that gives a counter example, e.g.

- 5 is prime
 $5^2 = 25$
25 has 3 factors: 1, 5 and 25, not two
- 7^2 has more than 2 factors – 1, 7 and 49
- $121 = 1 \times 121 = 11 \times 11$
- $3^2 = 9$
 $9 = 1, 9, 3$
- $5^2 = 25$
Factors of $25 = 1, 5, 25$
All squared primes have 3 factors.

1m

Do not accept vague or incomplete explanations, e.g.

- A square number doesn't have 2 factors (repeat of the question)
- $2^2 = 4$ (incomplete)
- Prime numbers have 2 factors only (incomplete)
- Prime numbers squared have more than 2 factors (vague)

Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation, e.g.

- $49 = 1, 7, 49$
- 5 squared is 25
1, 5, 5, 25
25 has four factors
- All prime numbers squared have more than 3 factors

Maths Papers 3 (Reasoning)

Example question:

20

This table shows how many people finished the New York Marathon in each of the first four decades it was held.

New York Marathon	
Decade	Total number of people who finished
1st decade	24,863
2nd decade	170,932
3rd decade	282,420
4th decade	350,824

What is the mean number of people who finished the marathon per decade? Round your answer to the nearest hundred.

Show your method

3 marks

Qu.	Requirement	Mark	Additional guidance
20	<p>Award THREE marks for the correct answer of 207,300</p> <p>If the answer is incorrect, award TWO marks for:</p> <ul style="list-style-type: none"> evidence of an appropriate complete method which contains no more than one error, e.g. $\begin{array}{r} 24,863 \\ 170,932 \\ 282,420 \\ + 350,824 \\ \hline 828,939 \text{ (error)} \end{array}$ $828,939 \div 4 = 207,234 \text{ r}3$ Rounded to the nearest hundred = 207,200 <p>OR</p> <ul style="list-style-type: none"> sight of $207,259 \text{ r}3$ OR $207,259 \frac{3}{4}$ OR 207,259.75 <p>Award ONE mark for:</p> <ul style="list-style-type: none"> evidence of an appropriate method with more than one error. 	Up to 3m	<p>Answer need not be obtained or rounded for the award of ONE mark.</p> <p>A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.</p> <p>TWO marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p>ONE mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error.</p>

Helping children prepare in school:

- Classes are doing focused work in groups and learning test techniques.
- Classes are practising SATs questions.

Helping children prepare at home over the next few terms:

- Use Key Stage 2 revision guides which can be purchased in Waterstones, WH Smith and Amazon
- Practise times table and division facts regularly up to 12 x 12- TT Rock Stars
- Hear your children read and talk with them about the book they are reading
- Ensure children are getting to bed early and that they are well rested

What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons or hobbies
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10- or 11-year-old with the ability to better cope with the situation.

What to do if you are worried about your child

Talk to the school

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

Talk to your child

Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

Encourage your child to talk to their teacher

SATs are obviously linked to school. Don't be surprised if your child would prefer seek reassurance from teachers over family members.

Try not to project your own anxieties or views about the SATs

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in SATs, your child may reflect this view.

Advice for Year 6 children

- Listen to your teachers.
- The adults you work with all want you to do your best.
- Get plenty of sleep and eat well, this will help your brain.
- Read all the questions carefully. This can help you to avoid silly mistakes.
- Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
- Remember that the Year 6 SATs last for 4 days out of your whole life!

“Stay focused in class so you don't have loads of extra studying to do at home!” – Year 7 pupil's advice.

Breakfast Club

- During SATs week, the Year 6 staff will run a breakfast club from 8am.
- It is for all pupils – chance to relax and prepare themselves with their friends.
- We do ask for a small donation to cover the cost of the breakfast of **50p a day.**

