Year 6 SATs Presentation

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on Monday 11th May ending on Thursday 14th May.

The SATs papers consist of:

- Grammar, punctuation and spelling (paper 1: GPS) – Monday 11th May
- Grammar, punctuation and spelling (paper 2: Spelling) – Monday 11th May
- Reading – Tuesday 12th May
- Maths (paper 1: Arithmetic) – Wednesday 13th May
- Maths (paper 2: Reasoning) – Wednesday 13th May
- Maths (paper 3: Reasoning) – Thursday 14th May

- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.
- *The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.*

When and how the SATs are completed

- The tests take place during normal school hours, under exam conditions in the school hall.
- Staff are in the room and can answer questions throughout the test (to a certain degree!)
- 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.
- Each test lasts no longer than 60 minutes:
  - SPAG – 45 minutes
  - Spelling – 15 minutes
  - Reading – 60 minutes
  - Maths (paper 1: Arithmetic) – 30 minutes
  - Maths (paper 2: Reasoning) – 40 minutes
  - Maths (paper 3: Reasoning) – 40 minutes

Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- An adult to read for them (including a translator);
- The use of a prompter and/or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.

The results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement, if the National Standard has been met (WTS / EXS / GDS)

After marking each test, the raw score is converted to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.
A scaled score of 100 or more shows the pupil is meeting the National Standard (EXS)
A scaled score of 110 or more shows the pupil is working at a Greater Depth (GDS)

FOR EXAMPLE:

Reading SAT paper

Raw score: /50

EXS (100): 24/50

GDS (110): 38/50

Grammar, Punctuation and Spelling: Monday 11th May

Grammar, punctuation and spelling consists of two papers.

- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). The paper lasts for 45 minutes.

- Paper 2 consists of a spelling test only. It should take approximately 15 minutes, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).

Grammar, Punctuation and Spelling: Paper 1 (GPS)

The children have been working hard 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

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

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

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.

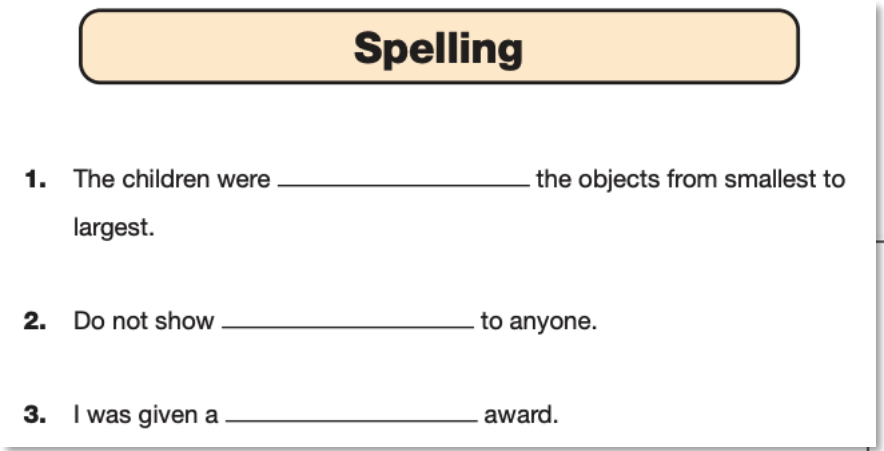
e.g. Switch off the lights! Please turn off the lights.

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

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

Example questions:

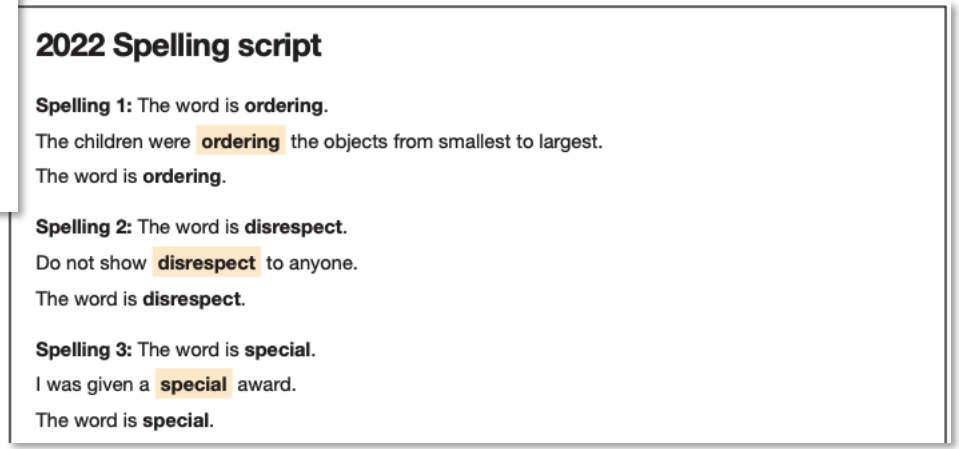


Spelling

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 12th 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.

The test covers the following areas (known as Content Domains):

- Give/ explain the meaning of words in context;
- Retrieve and record information/ identify key details from fiction and non-fiction;
- Summarise main ideas from more than one paragraph;
- Make inferences from the text/ explain and justify inferences with 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. _____

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	Veronika's football team has two names. What are the **two** names? **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for reference to Parrs Under 11s **and** The Parsnips, e.g. • *The Parsnips* • *Parsnips* • *Parrs under 11s* • *Parrs.*	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	Look at page 9. Vladik is always changing his *Dralion* performance. Give **two** ways that these changes to his performance happen. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: **1.** Vladik's performance changing naturally / without him knowing how it happens, e.g. • *changes happen naturally* • *he just does the changes and he doesn't even realise.* **2.** Vladik deliberately making changes to his performance, e.g. • *he modifies them on purpose* • *they happen deliberately.* **3.** Vladik adding a trick, e.g. • *putting in a new trick.*	**Up to 2m**

Reading

Example questions:
Based on the whole text

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

Qu.	Requirement	Mark
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. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Acceptable points:** **1.** curious **2.** imaginative **3.** confused **4.** unafraid **5.** solitary / content with her own company **6.** observant **Award 3 marks** for **two** acceptable points, at least **one** with evidence, e.g. • *1. She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.* [AP2 + evidence] *2. That she is good at noticing things that go on.* [AP6] • *1. I think she is just a curious girl who wants to know everything that is going on.* [AP1] *2. She is very confused. 'I never felt them touch me and this gave me a curious sensation.'* [AP3 + evidence] **Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence, e.g. • *1. Brave because she did the right thing in the situation.* [AP4] *2. She was a person who definitely kept herself to herself.* [AP5] • *1. She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'* [AP4 + evidence] **Award 1 mark** for **one** acceptable point, e.g. • *1. She likes to find out about other people.* [AP1]	Up to 3m

Maths: Wednesday 13th May and Thursday 14th May

The maths assessments consist of three tests.

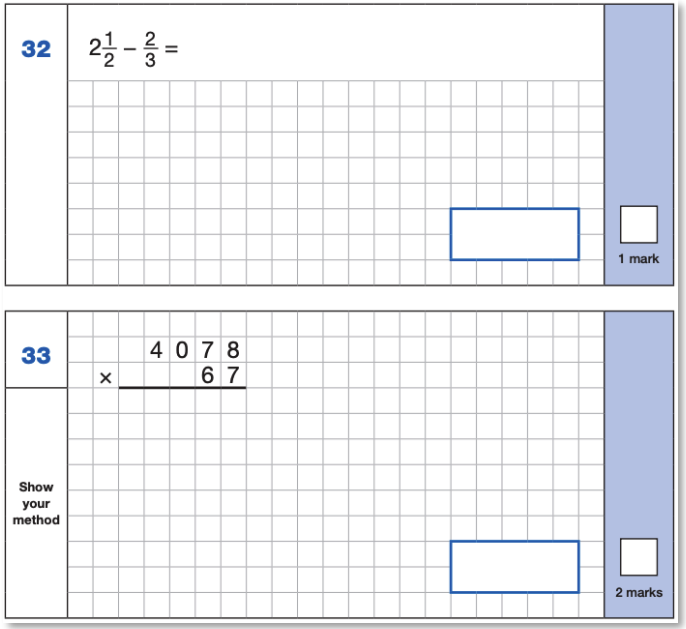
- Paper 1: Arithmetic (30 minutes) – Wednesday 14th May
- Paper 2: Reasoning (40 minutes) – Wednesday 14th May
- Paper 3: Reasoning (40 minutes) – Thursday 15th May

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.

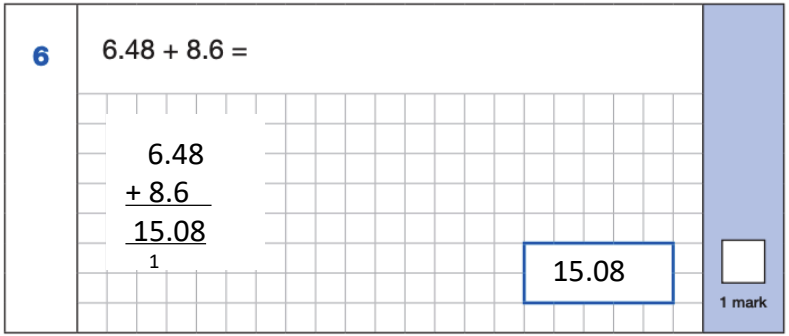
Example questions:

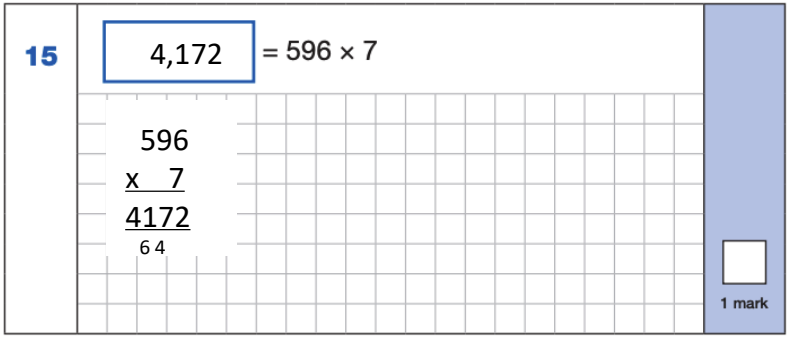


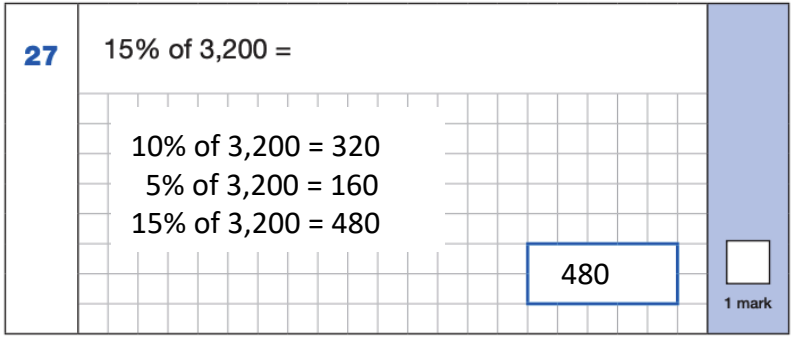
Qu.	Requirement	Mark	Additional guidance
32	$1\frac{5}{6}$ **OR** $\frac{11}{6}$	1m	Accept equivalent mixed numbers, fractions or an **exact** decimal equivalent, e.g. $1.8\dot{3}$ (accept any unambiguous indication of the recurring digits). **Do not** accept rounded or truncated decimals.
33	Award **TWO** 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. • 4078 × 67 = 28546, 244680, 273126 *(error)* **OR** • 4078 × 67 = 28544 *(error)*, 244680, 273224	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: 4078 × 67 = 28546, 24468 *(place value error)*, 53014

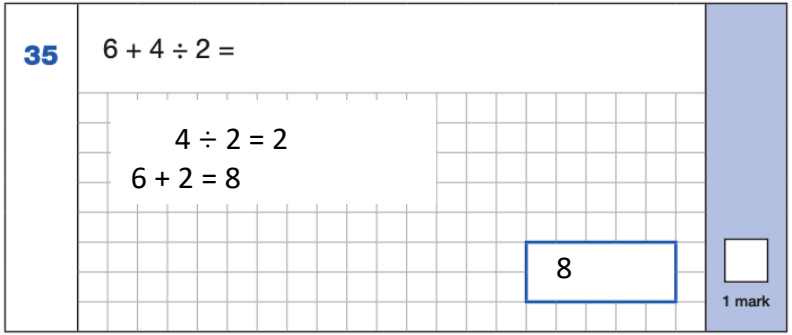
Maths Paper 1 (Arithmetic)

Example 1 mark questions:



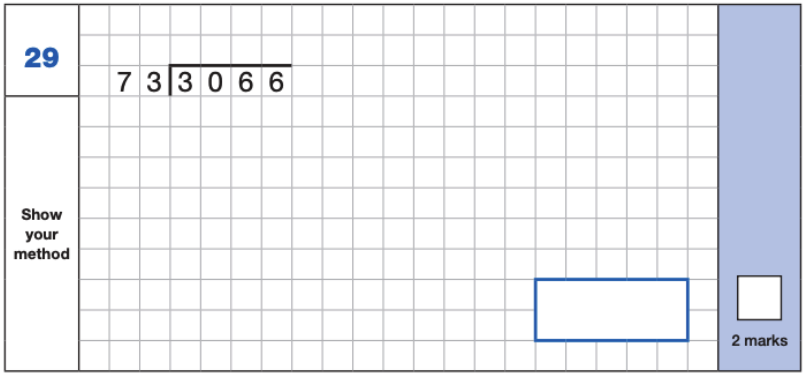






Maths Paper 1 (Arithmetic)

Example 2 mark question:



29	Award **TWO** marks for the correct answer of 42 If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, i.e. • long division algorithm, e.g. 41 r67 73 | 3066 − 2920 140 *(error)* − 73 67 **OR** 32 *(error)* 73 | 3066 − 730 10 × 73 2336 − 2190 30 × 73 146 146 2 × 73 0 • short division algorithm, e.g. 41 r71 *(error)* 73 | 306 14 6	**Up to 2m**	Working must be carried through to reach a final answer for the award of **ONE** mark. Short division methods **must** be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure **must** be less than the divisor.

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 13th May and paper 3 will take place on Thursday 14th May. These tests have a total of 35 marks each and last 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**?

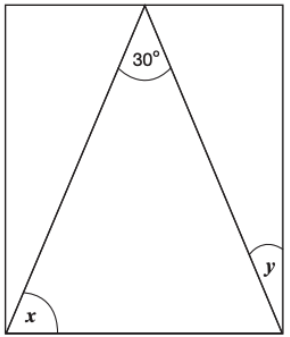
$\frac{6}{10}$

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

$x =$ °

$y =$ °

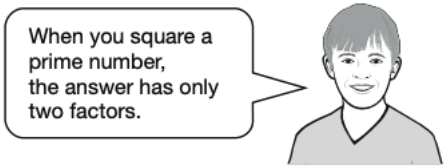
2 marks

24	Award **TWO** marks for the correct answer of $x = 75$ **AND** $y = 15$ If the answer is incorrect, award **ONE** mark for evidence of an appropriate method calculating both angles, e.g. • 180 – 30 = 150 150 ÷ 2 = 70 *(error)* 90 – 70 **OR** Award **ONE** mark for either correct x **OR** y.	**Up to 2m**	Answer need not be obtained for the award of **ONE** mark. 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).

Maths Papers 3 (Reasoning)

Example questions:

19 Jack says,



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

people

3 marks

Qu.	Requirement	Mark	Additional guidance
20	Award **THREE** marks for the correct answer of 207,300 If the answer is incorrect, award **TWO** marks for: • evidence of an appropriate complete method which contains no more than one error, e.g. 24,863 170,932 282,420 + 350,824 828,939 *(error)* 828,939 ÷ 4 = 207,234 r3 Rounded to the nearest hundred = 207,200 **OR** • sight of 207,259 r3 **OR** 207,259 $\frac{3}{4}$ **OR** 207,259.75 Award **ONE** mark for: • evidence of an appropriate method with more than one error.	Up to 3m	Answer need not be obtained or rounded for the award of **ONE** mark. 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. **TWO** marks will be awarded if an appropriate method with the misread number is followed through correctly. **ONE** mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error.

Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can! (But we don't need to tell you that.)

Tips:

- Don't use past papers as they are used in school to prepare the children.
- Talk to us if you have any concerns, rather than worry your child.
- Don't forget that a small amount of anxiety is normal and not harmful – remind your child of this.
- Give your child time to go outside and reduce screen time.
- Ensure your child is eating and drinking well and getting a good amount of sleep.
- Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.

Supporting your child in preparing for the SATs

Further tips:

- Keep up daily reading – this builds **stamina**! (and check reading material)
- Go over key skills (times tables, real world mental maths as you are shopping or cooking)
- If you're looking to support your child further at home, there are many useful resources online (BBC Bitesize, Third Space Learning)
- 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.

Things to remember about SATs

SATs focus on what children know about Maths and English.
They will not reflect how talented they are at science, geography, art, PE…, and they certainly won't highlight all their amazing personal characteristics.

SATs don't tell the whole story. But we do!

SATs are only four days out of a whole Primary Phase career.
In reality, there's one or two papers each day that last 30 to 60 minutes. And we practise these once a term in Year 6 to familiarise the children.

Advice for Year 6 children

- Listen to your teacher.
- 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.

It’ll be fine!