

Year 6 SATS Inspire Workshop



“Education
is the most
powerful
weapon
which you
can use to
change the
world.”

- NELSON MANDELA

What are SATS?

- SATs is a term people use to refer to End of Key Stage 2 Assessments;
- It lasts for four days beginning on **Tuesday 9th May 2023** and ending on **Friday 12th May 2023**;
- Children will sit the following SATs papers:
 - Grammar, Punctuation and Spelling (Paper 1) – Tuesday 9th May 2023;
 - Grammar, Punctuation and Spelling (Paper 2) – Tuesday 9th May 2023;
 - Reading – Wednesday 10th May 2023;
 - Maths Paper 1 (Arithmetic) – Thursday 11th May 2023;
 - Maths Paper 2 (Reasoning) – Thursday 11th May 2023;
 - Maths Paper 3 (Reasoning) – Friday 12th May 2023.
- Writing is assessed using evidence collected by your child's teacher throughout Year 6, so **there is no Year 6 SATs writing test.**
- There will be no Science sampling for Year 6 this year. Therefore, **no Year 6 Science SATs Paper in 2023.**

KEY POINTS

The curriculum is challenging and has an increased focus on developing children's **subject knowledge and skills**

The National Curriculum does not have levels of attainment, but instead has 'expectations' children are required to meet at each banding



**No
levels**



**Scaled
Scores**

“These (test) materials are designed to give teachers an indication of how the new curriculum will be assessed from 2016. It reflects areas of the curriculum that have changed, therefore the questions may be unfamiliar or more challenging.”

DfE Guidance 2016 key stage 2 mathematics: sample test materials, mark schemes and test administration instructions.

The tests will include reading, grammar, punctuation and spelling, arithmetic and reasoning.

NO MORE LEVELS!

Children develop at different times and in individual ways, but at the end of Year 6 the DfE guidelines for English and Maths are as follows:-

Children not meeting the **WORKING TOWARDS** 'Nationally Expected Standard' category for a pupil at the end of Year 6

WORKING TOWARDS the 'Nationally Expected Standard' for a pupil at the end of Year 6

WORKING AT the 'Nationally Expected Standard' for a pupil at the end of Year 6

WORKING AT GREATER DEPTH *within* the 'Nationally Expected Standard' for a pupil at the end of Year 6

For Science, pupils will be grouped into 2 categories - Working at the expected standard, or a category for those pupils who do not meet the standard

REMEMBER - ALL CHILDREN ARE DIFFERENT!

WHAT IS A 'SCALED SCORE'?

Each child will have achieved a 'raw' score for maths, reading and GPS (also known as SPaG) based on the number of questions they answered correctly.

This is then converted into a 'scaled score'.

English Reading	
Raw score	Scaled score
17	92
18	93
19	93
20	94
21	95
22	96
23	96
24	97
25	98
26	98
27	99
28	100
29	101
30	101

What does ^{this} mean for each child?



If a child has achieved a score of **100**, he/she is working roughly at the **expected** national standard for a Y6 pupil.

Using the scaled score, the **lowest** a child can score is **80**, with the highest being **120**.

If a child's score is above to **110**, he/she is working **beyond** (or above) the expected national standard.

If a child's score is closer to **80**, he/she is working **below** the expected standard.

WHAT WILL BE ASSESSED?

ASSESSED BY TESTS *(marked externally)*

SPaG

Tuesday May 9th
2023

Paper 1: Short
answer questions
Paper 2: Spelling

READING

Wednesday May
10th 2023

Paper 1:
Reading booklet
and associated
question & answer
booklet

MATHS

Thursday and Friday
May 11/12th 2023

Paper 1: Arithmetic

Paper 2: Reasoning

Paper 3: Reasoning

** No Calculator Paper*

CONTINUOUS TEACHER
ASSESSMENT

WRITING

CONTINUOUS TEACHER ASSESSMENT

SCIENCE

READING

PAPER 1

60 minutes

- This test consists of a reading question & answer booklet and a separate reading booklet.
- Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose: e.g. working through one text and answering the questions before moving on to the next.
- The reading booklet will contain a selection of unrelated texts, totalling up to 2300 words, which will increase in difficulty. There will be a mix of text types, including fiction, non-fiction and poetry.

(marked externally)

READING SKILLS ASSESSED

The most crucial aspects of reading at the end of Key Stage 2 are:-

- Accuracy (decoding familiar and unfamiliar words correctly)
- Fluency (speed and confidence)
- Comprehension (drawing meaning from text)

Interim teacher assessment framework at the end of key stage 2 - 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.

Reading

What types of questions are included?

Questions include:

- short answers
- several line answers
- longer answers
- selected answers: multiple choice responses, ordering and linking lines

They test the key expected skills that relate to **comprehension**, ranging from simple explanation to inference, prediction and understanding of vocabulary in context. Children also need to demonstrate that they can summarise and make comparisons.

Reading

Gaby to the Rescue

A Siamese cat crouched on a tree branch, peering down at Gaby with brilliant blue eyes. It cried out. The cat was stuck in the tree in front of her house and, as luck would have it, she had on the nicest cardigan she owned. Gaby pulled the cardigan tighter around her. This was her last good school cardigan until who-knows-when her father would have enough money to buy her a new one. The poor cat cried again. Gaby looked back at her small yellow house. If her mother were here, that cat would already be out of the tree and purring – safe and sound, in her mother's arms.

Mind made up, Gaby pulled off her cardigan and tossed it onto her porch. 'You're out of luck, *gato!*' she yelled. 'My mom, master tree climber and cat rescuer, isn't back yet.' She rolled up the sleeves of her white shirt. 'But until she is, you've got me.' Gaby grasped the nearest branch and pulled herself up. 'Gaby to the rescue.'

The cat meowed.

'*I am* hurrying.'

The last time Gaby had climbed the tree was when she and her best friend, Alma, had challenged the boys to a water-balloon fight last summer. Up high was the perfect spot for a full-blown assault on the boys below. Those guys never had a chance.

Gaby secured her feet and hands and climbed higher, until the cat was within arm's reach. 'See? You aren't the only one who can climb.' But then she looked down. Mistake number one.

Reading

She knew the universal rule of tree climbing said don't ever, ever look down, but she couldn't help it. This was the highest she'd ever climbed. If she fell, she'd definitely end up looking like an Egyptian mummy. Gaby imagined herself bandaged from head to toe and sipping dinner through a straw.

Well, she'd just have to not fall. Simple as that. 'Here, kitty, kitty!' she called out, the same way she had heard her mom call for stray cats hundreds of times. But this was no stray. The cat was too shiny. Too chubby. Around its neck, a rhinestone collar with gold charms sparkled. Someone loved that cat. She reached out toward it. 'Almost got you.' Mistake number two.

The cat arched its back and hissed.

Gaby pulled back, startled. 'Nice teeth.' She resettled on the branch, considering her options.

When Gaby was younger, she had seen her mom climb the same tree many times to rescue a cat. All the way up, her mom had giggled and sweet-talked the cat in Spanish. '*Que bonita eres gatita.* You're so pretty, little cat.' Her mom told her that when dealing with cats you should speak softly and pick them up by the loose skin at the back of their neck, because that's how their mothers carried them. Her mom had always made it look so easy. Once she had the cat nestled against her chest, she would manoeuvre down through the branches, comforting the cat with kisses on the ears and soft words with rolling Spanish *r*'s like purrs.

There were never any arched backs, hisses, or sharp teeth.

Gaby took a deep breath and reached out for the cat again. 'It's okay, little kitty,' she said sweetly. This time the cat latched on to her, digging its claws into her arm and shoulder. 'Ooh, ouch!' She couldn't quite get it by the scruff of the neck like her mom had shown her, but at least she had the animal. That was progress. Now she just had to get down.

Without falling.



Reading

6

Gaby secured her feet and hands and climbed higher...

What does *secured her feet and hands* mean?

7

Gaby thinks she makes two mistakes while trying to rescue the cat.

What is the **first** mistake that Gaby makes while trying to rescue the cat?

8

Look at the paragraph beginning: *She knew the universal rule...*

What does the word *universal* tell you about the rule?

Reading

The first Channel swimmer

On a foggy August afternoon in 1875, a lone swimmer dived from Admiralty Pier in Dover into the cold waters of the English Channel. Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero. Captain Matthew Webb had become the first person to swim across the English Channel.

Twenty-seven-year-old Webb was a merchant seaman from Shropshire. He had always been a powerful swimmer and, hearing of J.B. Thompson's failed attempt to swim the Channel in 1872, he was inspired to give up his job and train as a long-distance swimmer. Webb's first attempt had to be abandoned due to bad weather, but he returned to the icy Channel waters two weeks later.

Many of the hardships that Matthew Webb had to deal with during his pioneering swim are still faced by modern-day Channel swimmers. In fact, some of his methods for dealing with these hardships are still used today. Webb coated himself in oil for protection against the cold and jellyfish stings. He was also accompanied by boats so his friends could protect and feed him. It must be said, however, that the ale, brandy and beef tea they supplied are not standard for today's cross-Channel swimmers!



Captain Matthew Webb



Reading

Frequently asked questions

Q: How cold is the water?

A: The water temperature can range from 12°C to 18°C. Most people would consider water below 20°C too cold for swimming.

Q: How far is it from England to France?

A: The direct distance from Dover to Cape Gris Nez near Calais is approximately 21 miles, but a swimmer always swims further than that due to the movement of tides.

Q: How long does it take to swim across the Channel?

A: How fast do you swim? The faster you are, the more direct your swim will be. A slower swimmer will not only take longer but will have to swim further because of the tides and currents. Swimmers also have to plan stops for feeding. The fastest recorded crossing is 7 hours; the slowest is nearly 29 hours. An average swimmer doing two miles per hour would be in the water for up to 16 hours, but a stronger swimmer may take only 10 hours.

Q: Will you succeed if you train hard?

A: Preparation for a Channel swim involves months of training in very cold ocean water. But even this does not guarantee success. Fewer people have swum the English Channel than have climbed Mount Everest, the world's highest mountain! Some hazards of the swim include hypothermia (dangerous loss of body heat), seasickness and jellyfish. Unforeseen obstacles like rubbish floating in the sea can also cause problems no matter how hard you train.

Q: Why do people swim the English Channel?

A: That isn't a question with a single answer! The motivations for such a venture are as varied as the swimmers. Some people do it for glory, some to raise money for charity, but most do it to challenge themselves and for the satisfaction of being one of a select few to achieve this feat.

Safe to swim?

The French and UK coastguards are responsible for search and rescue operations in the English Channel. The French authorities outlawed swimming from France to England in 1993 for safety reasons. Then in 2010 the deputy director of the French coastguard, Jean-Christophe Burvingt, said he was in favour of a complete ban on swimming in either direction. He pointed out that the swim uses the same stretch of water as 500 vessels each day. Critics compare the swim to crossing a motorway on foot; supporters say the swim is well regulated and comparatively safe.

Celebrity swimmer

The author, comedian and actor, David Walliams, says that he was never sporty at school but he did enjoy swimming.



While preparing for his Channel swim, Walliams didn't miss a single training session in nine months. He knew that more than 90 per cent of people who attempt the swim fail. Walliams took 10 hours and 34 minutes to cross the Channel. His swim raised more than £1 million in donations for the charity Sport Relief.

Reading

18

Using information from the text, put a tick in the correct box to show whether each statement is **true** or **false**.

	True	False
Matthew Webb's first attempt to swim the English Channel was not successful.		
The first successful swim of the English Channel was in 1872.		
J.B. Thompson and Matthew Webb swam the English Channel in 1875.		
Matthew Webb took twenty hours to swim the English Channel.		

2 marks

19

Name **two** of the hardships that Matthew Webb faced in swimming the English Channel and explain how he dealt with them.

1. Hardship: _____

How he dealt with it: _____

2. Hardship: _____

How he dealt with it: _____

2 marks

Reading

23

Look at the section headed: *Frequently asked questions.*

Put a tick in the correct box to show whether each of the following statements is a **fact** or an **opinion**.

	Fact	Opinion
The temperature of the water in the Channel can range from 12°C to 18°C.		
Water with a temperature of 18°C is too cold to swim in.		
The direct distance across the Channel is approximately 21 miles.		
Faster swimmers do not swim as many miles across the Channel.		

2 marks

24

In what year did the French authorities make it illegal for people to swim from France to England?

1 mark

How To Help Your Child With Reading

- Listening to your child read can take many forms
- First and foremost, focus developing an enjoyment and love of reading
- Enjoy stories together - reading stories to your child at KS1 and KS2 is equally as important as listening to your child read
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards - discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions
- Look up definitions of words together - you could use a dictionary, the internet or an app on a phone or tablet
- All reading is valuable - it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes and TV guides
- Visit the local library - it's free!

SPaG

English - Spelling, Punctuation and Grammar

PAPER 1

45 minutes to complete the test, answering the questions in the test paper.

PAPER 2

This component consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator.

Pupils will have approximately 15 minutes to complete the test (not strictly timed), by writing the 20 missing words in the answer booklet.

(marked externally)

English Grammar, Punctuation and Spelling

5

Which **verb form** completes the sentence?

After Disha _____ her medal, she gave a television interview.

Tick **one**.

is collecting

had collected

has collected

was collecting

1 mark

6

Circle the correct **verb form** in each underlined pair to complete the sentences below.

The last place I saw Jack and Gwen was / were in the playground.

At the museum, there was / were many interesting exhibits.

The bikes was / were lined up for the start of the race.

1 mark

English Grammar, Punctuation and Spelling

39

Insert a pair of **brackets** in the correct place in the sentence below.

The highest mountain in Great Britain is Ben Nevis 1,344 metres in Scotland.

40

Which one **prefix** can be added to all three words below to make their antonyms?
Write the prefix in the box.

secure

active

complete

41

Circle the two words that are **synonyms** in the passage below.

The café serves delicious snacks and cakes until noon.

After midday, you can also order hot lunches, sandwiches or soup.

English Grammar, Punctuation and Spelling

44

Complete each sentence below with a word formed from the root word thought.

Olisa was a very _____ girl.

The children looked _____ at the poster on the wall.

45

Complete the sentence below with a **noun** formed from the verb encourage.

My friends offered me lots of _____ to meet my targets.

46

Insert two **hyphens** in the correct places in the sentence below.

The children have been busy cooking some healthy sugar free snacks and learning some well known traditional songs for visitors to enjoy.

How To Help Your Child With SPAG

- Help your child learn the spellings that are sent home and use these in a context to support understanding
- When reading to and/or with your child, discuss the use of grammatical features, such as: inverted commas to mark speech; the use of parenthesis (brackets, commas or dashes) to add additional information; and the use of active or passive voice
- The grammar paper relies heavily on a child knowing the accurate grammatical terminology e.g. subordinate clause, main clause, adjective, article, passive, active - and many more. We use these as a daily teaching practice
- Answers that pupils record must be grammatically correct for them to achieve the mark

MATHS

MATHS *(marked externally)*

PAPER 1

Arithmetic - lasts for 30 minutes.

PAPER 2

Reasoning - lasts for 40 minutes.

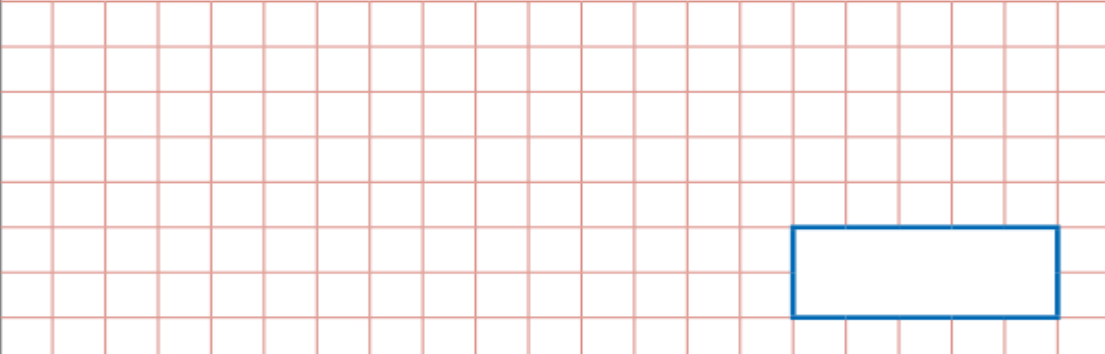
PAPER 3

Reasoning - lasts for 40 minutes.

The tests have questions of 1 and 2 marks and children are given marks for working out if they finish the task, but get the answer incorrect.

NO CALCULATORS are allowed.

MATHS: ARITHMETIC

21	$9 - 3.45 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
			

22	$\begin{array}{r} 4781 \\ \times \quad 23 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 2 marks
	Show your method		

MATHS: ARITHMETIC

25

$$37.8 - 14.671 =$$

1 mark

26

$$\frac{1}{4} + \frac{1}{5} + \frac{1}{10} =$$

1 mark

27

$$\frac{4}{5} \div 4 =$$

1 mark

MATHS: Reasoning

17

The vertices of a quadrilateral have these coordinates.

$(1, 5)$

$(5, 4)$

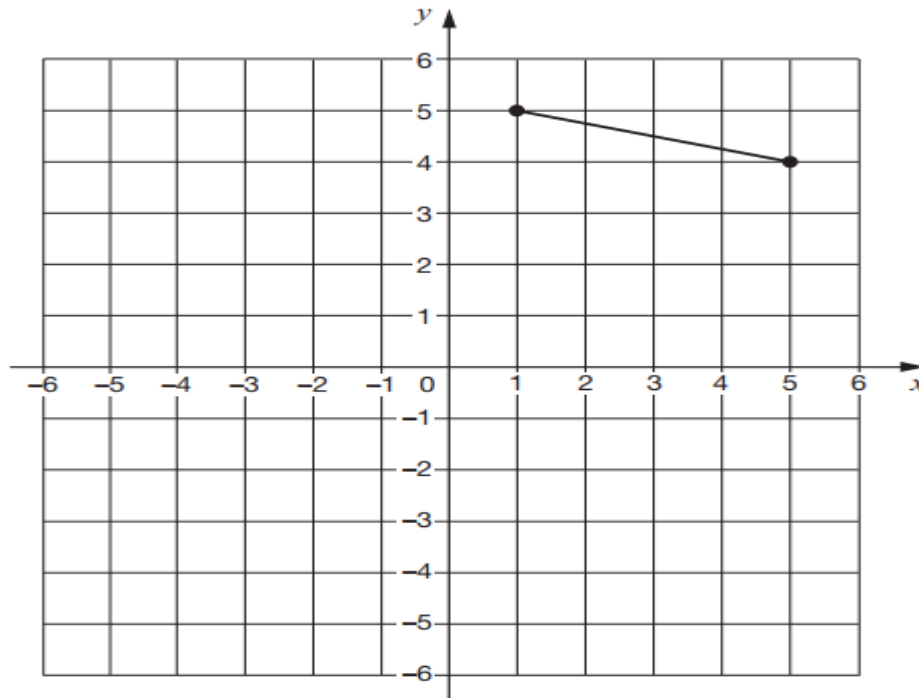
$(1, -3)$

$(-3, 4)$

One side of the quadrilateral has been drawn on the grid.

Complete the quadrilateral.

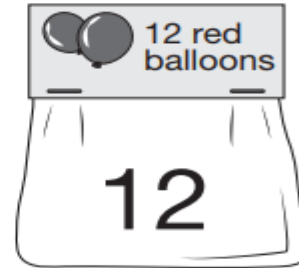
Use a ruler.



1 mark

MATHS: Reasoning

12



Adam buys 6 bags of white balloons.

Chen buys 3 bags of red balloons.

Adam says,

'I have four times as many balloons as Chen.'

Explain why Adam is correct.

1 mark

How To Help Your Child With Maths

- Knowing their timetables - if you know your tables children can use them accurately and quickly for multiplication, division; PUPILS ARE EXPECTED TO KNOW THESE BY THE END OF Y4
- Formal and mental methods for the four operations: it is important child can complete methods accurately.
Methods for Y6 child:
 - column addition & column subtraction
 - short multiplication & long multiplication
 - short division & long division - including expressing remainders as fractions, decimals and in remainder form
- Arithmetic speed practice- but still use 'maths sense'

WRITING

There is a greater focus on the progress children make throughout the school year, as opposed to a test-day snapshot of what they know.

DfE Guidance:

- Teacher Assessment provides a rounded judgement that is based on knowledge of how the pupil has performed over time and in a variety of contexts
- Teachers will assess children's writing composition. Children's results for English writing will be a judgement of their work throughout Year 6.
- Children's grammar, punctuation and spelling skills will be assessed as part of their writing, but their creativity and writing style will also be evaluated.
- Schools will moderate their judgements with other local schools and may be moderated by their Local Authorities too.

SCIENCE

SCIENCE Teacher Assessment

- There are no formal science SATs.

Teachers will assess children's knowledge and understanding of science and will judge their scientific skills according to the National Curriculum Interim Framework for Science.

Children's results for science will be a judgement of their work throughout KS2.

How are we preparing?

- Continuous Formative Assessment
- Booster Maths Lessons
- Focused Spelling Interventions/Lessons
- Focused SPaG Lessons (Spelling, Punctuation & Grammar)
- Guided, Shared and Independent Reading
- Writing Assessments and moderation carried out regularly
- Practising of previous SATS papers (Spring Term)
- Teaching 'test techniques'
- Home Learning to support teaching & learning in school
- Target Setting
- Mentoring and support
- Keeping up to date with information provided by the DfE

HELPING AT HOME

- Support with targets that have been discussed at Parents Evening
- Read regularly and discuss a variety of texts - not just 'listening' to your child read
- Short bursts of mental maths, times tables and problem solving etc. *'Little and often'*
- Use the previous test papers only if advised by school as they are used in school as assessment and practise for the children. Using the same papers at home makes it difficult to prepare the children adequately
- Ensure all homework is completed and handed in on time

Remember...

Remember this about SATs:

SATs focus on what they know about Maths and English

They won't reflect how talented they are at Science, Geography, Art or PE, and they certainly won't highlight positive personal characteristics such as kindness and integrity.

SATs results don't always tell the whole story

The results will say they DID or DIDN'T meet a certain standard, but not necessarily by what margin. Additionally, the thresholds tend to change each year according to overall national performance, so what was classed as 'did meet the expected standard' in 2016 may have been considered a 'did not' in 2015. So don't let your child see SATs as a simple case of 'pass' or 'fail'.

SATs last for one week

In reality it's just one or two papers lasting 30-60 minutes each day. You can't emphasise enough the importance of keeping that in perspective. But...

Any Questions



**To access mark scheme for the papers we have
shared today visit**

[Reading click](#)

[Maths click](#)

[SPAG click](#)