Year 6 SATs Parent Information Evening

Monday 24th March 2024

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 12th May ending on Thursday 15th May
- The SATs papers consist of:

Monday May 12th	English grammar, punctuation and spelling papers 1 and 2
Tuesday May 13th	Reading
Wednesday May 14th	Mathematics paper 1 (arithmetic) and paper 2 (reasoning)
Thursday May 15th	Mathematics paper 3 (reasoning)

- Writing is assessed using evidence collected throughout Year 6.

There is no Year 6 SATs writing test.

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.
- Each test lasts no longer than 60 minutes:
  - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes
  - Spelling, punctuation and grammar (paper 2: 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;
- Using word processors independently;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

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** on if the National Standard has been met.

After marking each test, the external marker will convert the raw score 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.

Spelling, Punctuation and Grammar: Monday 12th May

Spelling, Punctuation and Grammar consists of two papers.

● Paper 1 focuses on all three elements (spelling, punctuation and grammar). 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).

Spelling, Punctuation and Grammar: Paper 1

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.

Spelling, Punctuation and Grammar: Paper 1

Example questions:

1 Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing	☐
I wonder what time the next train arrives	☐
Did she play tennis on your team last year	☑
He asked if he could use my pen	☐

1 mark

8 Insert a **relative pronoun** to complete the sentence below.

e.g. that, which

Everyone loved the music _____ was played last night.

1 mark

34 Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.

2. I asked if Jake, Thomas and Lily were coming to the barbecue.

e.g. The first sentence is about two people and the second sentence is about three people.

1 mark

Spelling, Punctuation and Grammar: Paper 2

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

Example questions:

Spelling task

1. The dragon is an imaginary _____.

2. There was _____ food for everyone.

3. My little brother is in _____ class.

Reading: Tuesday 13th 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:

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

_____

1 mark

Qu.	Requirement	Mark
1	What is Ajay doing when the post arrives? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for reference to him eating (his breakfast), e.g. • *just about to tuck into his tea and toast* • *having his breakfast* • *drinking tea.*	1m

Reading

Example questions:
Based on text 2: Fact Sheet: About Bumblebees

Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

19 In what way is *buzz pollination* more useful than other forms of pollination?

_____

_____

1 mark

Qu.	Requirement	Mark

19	In what way is *buzz pollination* more useful than other forms of pollination?
	
	Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction
	
	Award 1 mark for reference to either of the following:
	
	1. it releases pollen that would otherwise stay inside the flower, e.g.
	   • *because it releases trapped pollen that they wouldn't have been able to get out*
	   • *it makes a buzz that gets more pollen than other bees do*
	   • *it helps release more pollen.*
	
	2. key produce is more expensive / harder to get without it, e.g.
	   • *it makes some vegetables we eat easier to produce and sell a lot cheaper*
	   • *it means we can buy more common foods cheaper*
	   • *it would be harder to grow beans.*
		1m

Reading

Example questions:
Based on text 3: Music Box

32 What impressions do you get of Piper's house?

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

Impression	Evidence

3 marks

Qu.	Requirement	Mark
32	What impressions do you get of Piper's house? Give **two** impressions, using evidence from the text to support your answer. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text	Up to 3m

Acceptable points (impressions)	Likely evidence
1. it is rickety / old	• there are widening cracks in the planks in the ceiling
2. it is small / tiny	• she wishes she had a bigger work space • she has to eat at the same table that she works at
3. it is warm / cosy	• there is a fire / stove • *comfortable nest*
4. it is untidy / cluttered	• *Piston rings, bolts, and cylinders littered its surface*
5. it is old fashioned	• no electricity / kerosene lamps / cast-iron stove
6. it is isolated	• it is situated among fields • *to go outside and watch the fields*
7. it is safe	• the storm coming outside is dangerous

Award 3 marks for **two** acceptable points, at least **one** with evidence.

Award 2 marks for either **two** acceptable points, or **one** acceptable point with evidence.

Award 1 mark for **one** acceptable point.

13

Maths: Wednesday 14th and Thursday 15th May
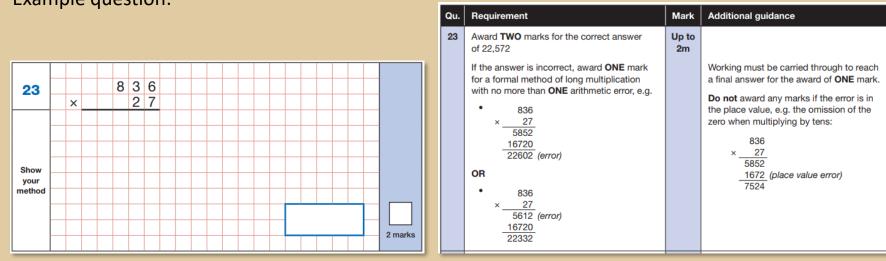
The maths assessments consist of three tests.

● 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)

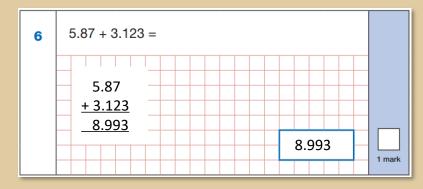The maths arithmetic paper has a total of 40 marks.

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.
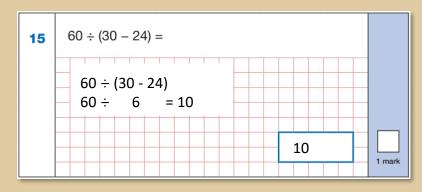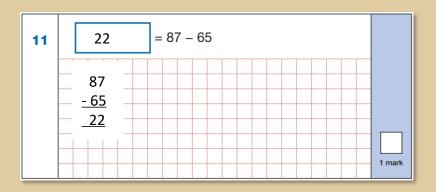
Example question:

Qu.	Requirement	Mark	Additional guidance
23	Award **TWO** marks for the correct answer of 22,572 If the answer is incorrect, award **ONE** mark for a formal method of long multiplication with no more than **ONE** arithmetic error, e.g. $$\begin{array}{r} 836 \\ \times\ \ 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \ (error) \end{array}$$ **OR** $$\begin{array}{r} 836 \\ \times\ \ 27 \\ \hline 5612\ (error) \\ 16720 \\ \hline 22332 \end{array}$$	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: $$\begin{array}{r} 836 \\ \times\ \ 27 \\ \hline 5852 \\ 1672\ (place\ value\ error) \\ \hline 7524 \end{array}$$

Maths Paper 1 (Arithmetic)

Example questions:

6 | 5.87 + 3.123 =

$$5.87$$
$$+ 3.123$$
$$\underline{\quad 8.993}$$

8.993

1 mark

11 | [22] = 87 − 65

$$87$$
$$- 65$$
$$\underline{\quad 22}$$

1 mark

15 | 60 ÷ (30 − 24) =

60 ÷ (30 - 24)
60 ÷   6   = 10

10

1 mark

18 | 20% of 3,000 =

10% of 3,000 = 300
20% of 3,000 = 600

600

1 mark

Maths Papers 2 and 3 (Reasoning)

Example question:

18 Circle the **prime** number.

95   89   87

Explain how you know the other numbers are **not** prime.

1 mark

| 18 | Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

 • 87 is divisible by 3 and/or 29 **AND** 95 is divisible by 5 and/or 19
 • 87 is in the 3 times table **AND** 95 is in the 5 times table
 • 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87
 • 8 + 7 = 15 and 15 is divisible by 3 **AND** 95 is divisible by 5 | **1m** | No mark is awarded for circling '89' alone.

 Both non-primes must be explained correctly for the award of the mark.

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

 • The other 2 numbers have more than 2 factors (vague)
 • 87 is divisible by 3 (incomplete).

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

 • 3 × 27 = 87
 • 89 has three factors
 • no numbers go into 89 |

Maths Papers 2 and 3 (Reasoning)

Example question:

19 Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.

Each necklace has **105** beads.

She makes **34** necklaces.

How many beads does Layla use **altogether**?

Show your method

beads

3 marks

Qu.	Requirement	Mark	Additional guidance
19	Award **THREE** marks for the correct answer of 7,174 If the answer is incorrect, award **TWO** marks for: • evidence of an appropriate complete method which contains no more than one arithmetic error, e.g. $\begin{array}{r}53\\ \times\ 68\\ \hline 3504\ \textit{(error)}\end{array}$ $\begin{array}{r}105\\ \times\ 34\\ \hline 3570\end{array}$ 3,504 + 3,570 = 7,074 Award **ONE** mark for: • evidence of an appropriate method with more than one arithmetic error. **OR** • sight of 3,604 as evidence of long multiplication step (68 × 53) completed correctly. **OR** • sight of 3,570 as evidence of long multiplication step (105 × 34) completed correctly.	Up to 3m	Answer need not be obtained 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 arithmetic error.

SATs Preparation

- We have been gradually preparing your children in an informal way throughout the year. They have experienced the setting in the hall or a smaller room where the actual tests will be administered.

- SATs Booster classes are well underway/Some may be during lunch times.

- CGP- Practice Buster: Maths, SPAG and Comprehension
- Practice Papers
- Spellings (year 5/6 spelling list)
- Regular reading

Homework: All homework is preparation, revision and consolidation for SATS so it is very important that your child completes all homework to the best of their ability.

Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. We give them as much encouragement and support as we can!

Tips:
● Please talk to us if you have any concerns rather than worry about your child.
● Encourage your child to talk to us about their anxieties.
● Ensure your children are 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.
● On the morning of the SATs test, children will be invited to come in for breakfast from 8.15am to settle them calmly for the day ahead.

SATs Week

The SATs take place over four days, starting on
Monday 12th May ending on Thursday 15th May.

Please ensure that your child is in school on these days.

Children will be invited in school each morning from 8:15am for breakfast and hot chocolate!

Monday May 12th	English grammar, punctuation and spelling papers 1 and 2
Tuesday May 13th	Reading
Wednesday May 14th	Mathematics paper 1 (arithmetic) and paper 2 (reasoning)
Thursday May 15th	Mathematics paper 3 (reasoning)

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 of their amazing personal characteristics.

SATs are only four days out of a whole Primary School career.
In reality, there's one or two papers each day that last 30 to 60 minutes.