Year 6 SATs 2024 Presentation for Parents, Carers & Guardians

Aims

- Share **important test dates and timings**, as well as organisation and logistics
- Look at **example questions** from the test papers
- Outline the **support we give in school**
- Recommendations for h**ow you can support at home**
- Highlight what we will **share at parents evening** and how this can help support your **child to achieve their very best**

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 13th May ending on Thursday 16th May.
- The SATs papers consist of:
  - Monday 13th May - English grammar, punctuation and spelling papers 1 (Grammar and Punctuation) and 2 (Spelling)
  - Tuesday 14th May - English reading
  - Wednesday 15th May - Mathematics papers 1 (arithmetic) and 2 (reasoning)
  - Thursday 16th May - 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 expected to be in at 8:40am to help them prepare.
- 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;
- 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.

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 on if the National Standard has been met.

After marking each test, the external marker will **convert the raw score to a scaled score**.

Scaled scores range from 80 to 120.
A scaled score of **100 or more** shows the pupil is **meeting the National Standard.**

The Papers

We're now going to look at some example questions so you can get a feel for the expectations of each test.

Grammar, Punctuation and Spelling: Monday 13th 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 will be given as much time as they need to complete the test).

Grammar, Punctuation and Spelling: Paper 1 (GPS)

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

_____ 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 1 (GPS)

The word *determination* is closest in meaning to...

Tick one.

willpower	☐
loss of hope	☐
defeat	☐
downfall	☐

The word *assist* is closest in meaning to...

Tick one.

obstruct	☐
support	☐
hinder	☐
impede	☐

11 Draw a line to match each **prefix** to a word to make **four** different words.
Use each prefix only once.

Prefix		Word
im		correct
in		mature
en		fortune
mis		able

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

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 and is a test of their comprehension skills. There are **three different set texts** for children to read, which increase in difficulty. These could be any combination of non-fiction, fiction and/ or poetry.

The test covers the following areas:

- 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**;
- 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

Retrieval

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

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

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

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]

Reading

Textual evidence

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.	Up to 3m
	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]	

Reading

When reading with your child at home try focusing on these types of questions.

- What does this word mean?
- Which word in this paragraph is the closest in meaning to…?
- True or false questions about a paragraph/ text.

Keywords to use:

- **Impression - 'What is your impression of Malfoy?'** *(we say this means how you picture them/their character using adjectives)* '**Why do you think this using evidence from the text?'**

- **Suggest -** 'Piglet cheerfully says"Good morning!"; Eeyore responded, "Well, I suppose it is...for some." - '**What does this line suggest about Eeyore's outlook?'** *(we say this means 'give clues about')*

The number 1 way to support, is to read and encourage reading of texts that are varied and more challenging than they would choose to read on their own.

Maths: Wednesday 15th May and Thursday 16th May
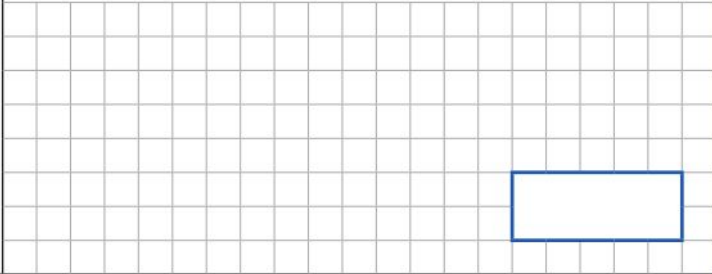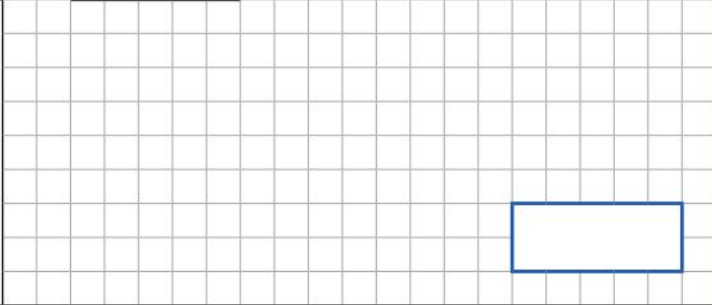
The maths assessments consist of three tests.

- 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.

32 $2\frac{1}{2} - \frac{2}{3} =$

1 mark

33

$$\begin{array}{r} 4\ 0\ 7\ 8 \\ \times\ \ \ \ 6\ 7 \\ \hline \end{array}$$

Show your method

2 marks

18

Maths Paper 1 (Arithmetic)

6   6.48 + 8.6 =

$$\begin{array}{r} 6.48 \\ + \ 8.6 \\ \hline 15.08 \\ {\scriptstyle 1} \end{array}$$

15.08

1 mark

15   4,172 = 596 × 7

$$\begin{array}{r} 596 \\ \times \quad 7 \\ \hline 4172 \\ {\scriptstyle 6 \ 4} \end{array}$$

1 mark

27   15% of 3,200 =

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

480

1 mark

35   6 + 4 ÷ 2 =

4 ÷ 2 = 2
6 + 2 = 8

8

1 mark

Maths Papers 2 and 3 (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)

6 Emma has a 5 litre bag of compost.

COMPOST
5 litres

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.

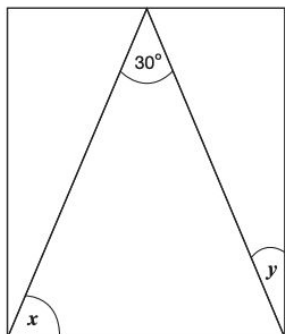What fraction of the total distance is the **bicycle ride**?

$\frac{6}{10}$

1 mark

Maths Papers 2 (Reasoning)

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.

• $180 - 30 = 150$
 $150 \div 2 = 70$ *(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)

19 Jack says,

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

Explain why Jack is **not** correct.

1 mark

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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

23

Maths Papers 3 (Reasoning)

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. $\begin{array}{r} 24,863 \\ 170,932 \\ 282,420 \\ +\ \underline{350,824} \\ 828,939\ \textit{(error)} \end{array}$ 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.

24

School Preparation

- Promote a **positive attitude, mature reflections on personal progress**, and that **perseverance** through challenge is what supports learning the most.
- **Regular exposure** to question types
- **Supportive environment** where time reminders are given, along with **individual advice** to support different working styles
- In depth analysis of previous tests = **bespoke refreshers and recaps**
- In school **interventions**
- **Arithmetic** Fridays
- **4 week revisions sessions in school**
- *The revision books will be given out after the Easter holiday.*
- *The revision books will be used both in school AND at home - strengthening our supportive partnership.*

Home support

- Promote: **positive attitude, mature reflections on personal progress**, and **perseverance** through challenge
- Ensure children have **time and a quiet space to read** for an extended amount of time
- **Read more challenging texts with your child**
- Use **Thursdays** to do some **quickfire arithmetic** questions on **addition, subtraction, multiplication and division** in preparation for their Friday quiz
- On **Fridays**, ask them about their **progress in arithmetic** and what they are **proud of**
- When revision starts, ask them which pages were completed in school - perhaps get them to teach you what they have recapped.
- Try not to overhelp with their homework; instead, **ask them to explain their answers to you afterwards.**

If your child does not know all their times tables off by heart, do short, regular revision as this will put them in good stead for secondary school.

Parents' Evening

We will focus on their results from our most recent mock SATS and what areas we will be supporting with at school, as well as recommendations for home. You will get:

- Most recent score and its relation to the pass mark
- Breakdown of focus areas bespoke to your child

Remember...

The SATS are nothing for you or your child to feel worried about; every year, we see children raring to prove what they know during the week and look forward to feeling proud of their accomplishments when the final test is complete.

POSITIVITY + PERSEVERANCE = PROGRESS

Any questions?