Year 6 SATs 2024 Presentation for Parents, Carers & Guardians

What are the SATS tests?

- **The end of KS2 assessments are sometimes informally referred to as 'SATS'.**
- **SATS week across the country begins on 13th May 2024.**
- **Pupils will complete test papers in some of the areas that have to be assessed. Other areas, like writing, are assessed using evidence collected by the teacher over a longer period of time.**
- **Pupils will complete SATS test papers in:**

Date	Activity
Monday 13 May 2024	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May 2024	English reading
Wednesday 15 May 2024	Mathematics papers 1 and 2
Thursday 16 May 2024	Mathematics paper 3

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

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.

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 should be given as much time as they need to complete the test).

Grammar, Punctuation and Spelling: Paper 1 (GPS)

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

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 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.

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.

The test covers the following areas (known as Content Domains): [VIPERS]
- 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.	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]

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.

Example questions:

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

1 mark

33

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

Show your method

2 marks

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. $$\begin{array}{r} 4078 \\ \times\ \ 67 \\ \hline 28546 \\ 244680 \\ 273126\ (error) \end{array}$$ **OR** $$\begin{array}{r} 4078 \\ \times\ \ 67 \\ \hline 28544\ (error) \\ 244680 \\ 273224 \end{array}$$	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: $$\begin{array}{r} 4078 \\ \times\ \ 67 \\ \hline 28546 \\ 24468\ (place\ value\ error) \\ 53014 \end{array}$$

Maths Paper 1 (Arithmetic)

Example 1 mark questions:

6 6.48 + 8.6 =

6.48
+ 8.6
15.08
1

15.08

1 mark

15 4,172 = 596 × 7

596
x   7
4172
6 4

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 Paper 1 (Arithmetic)

Example 2 mark question:

29

7 3 | 3 0 6 6

Show your method

2 marks

29	Award **TWO** marks for the correct answer of 42	Up to 2m	
	If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, i.e.		Working must be carried through to reach a final answer for the award of **ONE** mark.

- 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 | 306¹⁴6
```

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 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.

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**?
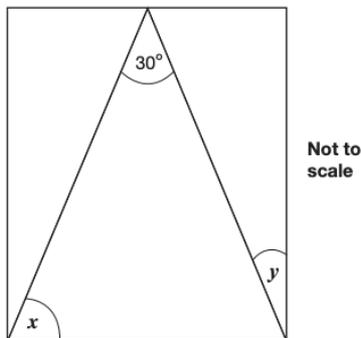
$\frac{6}{10}$

1 mark

Maths Papers 2 (Reasoning)

Example question:

24 Here is an **isosceles** triangle inside a rectangle.

30°

Not to scale

y

x

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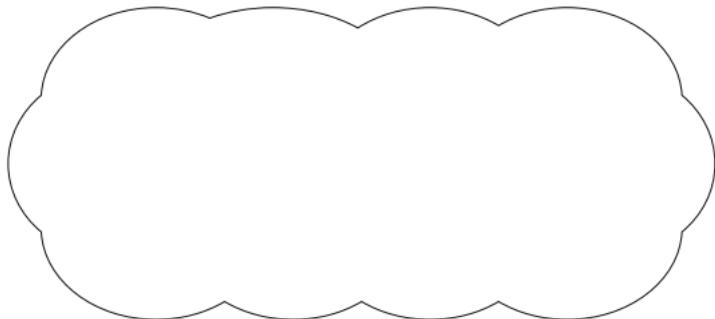
Example questions:

19 Jack says,

> 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.	1m	**Do not** accept vague or incomplete explanations, 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.		• 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

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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. $\quad$ 24,863 $\quad$ 170,932 $\quad$ 282,420 $\quad +\ \underline{350,824}$ $\quad$ 828,939 *(error)* $\quad$ 828,939 ÷ 4 = 207,234 r3 $\quad$ Rounded to the nearest hundred $\quad$ = 207,200 **OR** • sight of 207,259 r3 **OR** 207,259 $\frac{3}{4}$ $\quad$ **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.

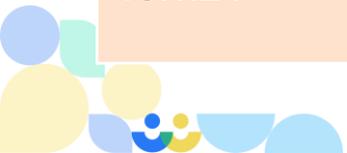# Supporting your child in preparing for the SATs

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

Tips:

- **Don't use past papers as they are used in school to prepare the children.**
- Encourage and organise for them to attend the SATS clubs each week.

Starting next week:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.00 – 8.40 Spring 1 Commencing 15.1.24		MAIN FOCUS: SPAG		MAIN FOCUS: MATHS	

Supporting your child in preparing for the SATs

- Contact me if you have any concerns or questions.
- Encourage your child to talk to me or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- Give your child a quiet, distraction free space to complete homework or study.

WEEK BEGINNING:					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STUDY BOOK PAGES TO REFER TO AND READ	ENGLISH: MATHS:	ENGLISH: MATHS:	ENGLISH: MATHS:	ENGLISH: MATHS:	ENGLISH: MATHS:
TASK PAGES TO COMPLETE:	SPAG: SPELLING: MATHS ARITH: MATHS REASONING: READING: DUE IN:	SPAG: SPELLING: MATHS ARITH: MATHS REASONING: READING: DUE IN:	SPAG: SPELLING: MATHS ARITH: MATHS REASONING: READING: DUE IN:	SPAG: SPELLING: MATHS ARITH: MATHS REASONING: READING: DUE IN:	SPAG: SPELLING: MATHS ARITH: MATHS REASONING: READING: DUE IN:

Little and often until SATS. Children will be issued with revision/ work books. Please ensure only set pages are completed. They will be asked to record tasks on homework grid in reading log.

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Supporting your child in preparing for the SATs

Further tips:
- Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to consolidate and extend skills.
- As we said before, avoid using past papers. I will provide lots of practice materials that reflect our coverage in class. They also have TTRS and Mathletics.
- If you're looking to work with your child further with maths at home, there are lots of good websites with free Year 6 revision resources and there are plenty of inexpensive SATs practice materials for parents available.

Supporting your child during the week of SATS

- 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.
- Make sure they have no appointments for the week. Children really benefit from being able to sit the tests with their peers.
- We have and will continue to do mock weeks so the children are confident with what to expect. The final mock week is designed to fully reflect what they will experience in May.
- We will plan a balanced week will lots of opportunities for well-being activities. Last year, for example, we provided breakfast and invited the children in early with puzzles, colouring available and had a chuckle and a talk over breakfast to start each day. In the afternoon we did lots of sport, creative learning and research tasks.
- I know I don't need to say, but talk to your child and encourage them to talk to me, another adult at school or their peers about their feelings. Don't forget that a small amount of anxiety is normal so is excitement!

What to do if you are worried about your child

Talk to me

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 an adult at school

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

Be positive about the SATS and process around your child. SATS are a reality and revisiting what they have been learning whilst at primary school will improve their learning foundations for secondary school.

Advice for Year 6 children

- Be proud of all the progress you have already made in your learning.
- Continue to listen to the adults and work your hardest. Remember the adults you work with all want you to do your best.
- Get plenty of sleep and eat well, this will help your brain.
- Remember that the Year 6 SATs last for 4 days out of your whole life! By the time they are here, you will be ready!