



# Year 6 SATs 2024 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 13<sup>th</sup> May** ending on **Thursday 16<sup>th</sup> May**.
- The SATs papers consist of:
  - Grammar, punctuation and spelling (paper 1: GPS) – Monday 13<sup>th</sup> May
  - Grammar, punctuation and spelling (paper 2: Spelling) – Tuesday 13<sup>th</sup> May
  - Reading – Tuesday 14<sup>th</sup> May
  - Maths (paper 1: Arithmetic) – Wednesday 15<sup>th</sup> May
  - Maths (paper 2: Reasoning) – Wednesday 15<sup>th</sup> May
  - Maths (paper 3: Reasoning) – Thursday 16<sup>th</sup> 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 under exam conditions.

Miss Muxworthy and other staff members will be in the room at all times.

- 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 – 15mins;
- 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 a prompter and/or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

If your child will receive any of these specific arrangements you will be contacted by Miss Muxworthy to discuss the arrangements.



## The results

Tests are marked externally. Scripts are scanned and marked on screen. Neatness is essential – unfortunately, a correct answer that cannot be read will be marked wrong.

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 (WTS / EXS / GDS)

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.

A scaled score of 110 or more shows the pupil is working at a Greater Depth.



# Grammar, Punctuation and Spelling: Monday 13<sup>th</sup> 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**  
\_\_\_\_\_ 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 14<sup>th</sup> 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"

**Capacity:** 500

**Sponsor:** Sweet Peas Garden Centre, Mowborough

**Ground:** Lornton FC, Low Road, Lornton

**Plays in:** The Nettie Honeyball Women's League

**Coach:** Hannah Preston

**Assistant coach:** Katie Regan

Qu.	Requirement	Mark
1	<p>Veronika's football team has two names.</p> <p>What are the <b>two</b> names?</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to Parrs Under 11s <b>and</b> The Parsnips, e.g.</p> <ul style="list-style-type: none"><li>• <i>The Parsnips</i></li><li>• <i>Parsnips</i></li><li>• <i>Parrs under 11s</i></li><li>• <i>Parrs</i>.</li></ul>	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	<p>Look at page 9.</p> <p>Vladik is always changing his <i>Dralion</i> performance.</p> <p>Give <b>two</b> ways that these changes to his performance happen.</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to any of the following, up to a maximum of <b>2 marks</b>:</p> <ol style="list-style-type: none"><li>1. Vladik's performance changing naturally / without him knowing how it happens, e.g.<ul style="list-style-type: none"><li>• <i>changes happen naturally</i></li><li>• <i>he just does the changes and he doesn't even realise.</i></li></ul></li><li>2. Vladik deliberately making changes to his performance, e.g.<ul style="list-style-type: none"><li>• <i>he modifies them on purpose</i></li><li>• <i>they happen deliberately.</i></li></ul></li><li>3. Vladik adding a trick, e.g.<ul style="list-style-type: none"><li>• <i>putting in a new trick.</i></li></ul></li></ol>	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	<p>Think about the whole text.</p> <p>What impressions do you get of Penelope as she describes her unusual experience?</p> <p>Give <b>two</b> impressions, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p><b>Acceptable points:</b></p> <ol style="list-style-type: none"><li>1. curious</li><li>2. imaginative</li><li>3. confused</li><li>4. unafraid</li><li>5. solitary / content with her own company</li><li>6. observant</li></ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence, e.g.</p> <ul style="list-style-type: none"><li>• 1. <i>She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.</i> [AP2 + evidence]</li><li>• 2. <i>That she is good at noticing things that go on.</i> [AP6]</li><li>• 1. <i>I think she is just a curious girl who wants to know everything that is going on.</i> [AP1]</li><li>• 2. <i>She is very confused. 'I never felt them touch me and this gave me a curious sensation.'</i> [AP3 + evidence]</li></ul> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"><li>• 1. <i>Brave because she did the right thing in the situation.</i> [AP4]</li><li>• 2. <i>She was a person who definitely kept herself to herself.</i> [AP5]</li><li>• 1. <i>She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'</i> [AP4 + evidence]</li></ul> <p><b>Award 1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"><li>• 1. <i>She likes to find out about other people.</i> [AP1]</li></ul>	Up to 3m



# Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2022 Reading SATs paper,

- 10% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 38% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 44% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions – examples of which are on their ‘Reading Dog’ bookmark.



## Maths: Wednesday 15th May and Thursday 16<sup>th</sup> May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 15<sup>th</sup> May
- Paper 2: Reasoning (40 minutes) – Wednesday 15<sup>th</sup> May
- Paper 3: Reasoning (40 minutes) – Thursday 16<sup>th</sup> May







# Maths Paper 1 (Arithmetic)

## Example 1 mark questions:

**6**  $6.48 + 8.6 =$

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

1 mark

**15**   $= 596 \times 7$

$$\begin{array}{r} 596 \\ \times 7 \\ \hline 4172 \\ \phantom{64} \end{array}$$

1 mark

**27** 15% of 3,200 =

$$\begin{array}{l} 10\% \text{ of } 3,200 = 320 \\ 5\% \text{ of } 3,200 = 160 \\ 15\% \text{ of } 3,200 = 480 \end{array}$$

1 mark

**35**  $6 + 4 \div 2 =$

$$\begin{array}{l} 4 \div 2 = 2 \\ 6 + 2 = 8 \end{array}$$

1 mark



# Maths Paper 1 (Arithmetic)

## Example 2 mark question:

<b>29</b>	73   3066	2 marks
Show your method	<div style="border: 1px solid #0070c0; width: 80px; height: 40px; margin: 0 auto;"></div>	

<b>29</b>	<p>Award <b>TWO</b> marks for the correct answer of 42</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal methods of division with no more than <b>ONE</b> arithmetic error, i.e.</p> <ul style="list-style-type: none"> <li>long division algorithm, e.g.</li> </ul> $\begin{array}{r} 41 \text{ r}67 \\ 73 \overline{) 3066} \\ \underline{- 2920} \\ 140 \text{ (error)} \\ \underline{- 73} \\ 67 \end{array}$ <p><b>OR</b></p> $\begin{array}{r} 32 \text{ (error)} \\ 73 \overline{) 3066} \\ \underline{- 730} \quad 10 \times 73 \\ 2336 \\ \underline{- 2190} \quad 30 \times 73 \\ 146 \\ \underline{- 146} \quad 2 \times 73 \\ 0 \end{array}$ <ul style="list-style-type: none"> <li>short division algorithm, e.g.</li> </ul> $73 \overline{) 3066} \begin{array}{l} 41 \text{ r}71 \text{ (error)} \\ 306^{14}6 \end{array}$	<b>Up to 2m</b>
	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p>Short division methods <b>must</b> be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure <b>must</b> be less than the divisor.</p>	



## Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 15<sup>th</sup> May and paper 3 will take place on Thursday 16<sup>th</sup> 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.



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

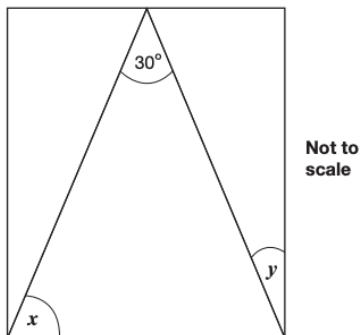


# Maths Papers 2 (Reasoning)

## Example question:

24

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



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)

## Example questions:

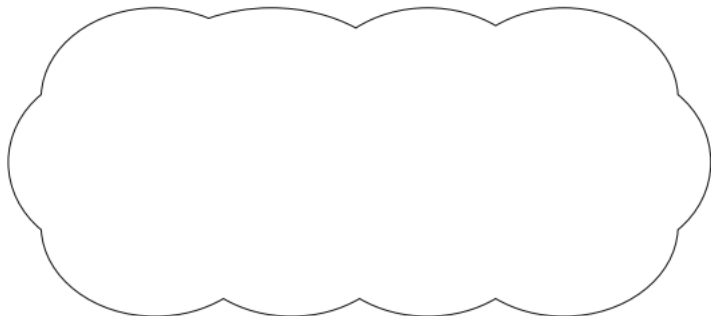
19

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.

- 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	<p>Award <b>THREE</b> marks for the correct answer of 207,300</p> <p>If the answer is incorrect, award <b>TWO</b> marks for:</p> <ul style="list-style-type: none"> <li>evidence of an appropriate complete method which contains no more than one error, e.g.           <math display="block">\begin{array}{r} 24,863 \\ 170,932 \\ 282,420 \\ + 350,824 \\ \hline 828,939 \text{ (error)} \end{array}</math> <math display="block">828,939 \div 4 = 207,234 \text{ r}3</math>           Rounded to the nearest hundred = 207,200         </li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>sight of <math>207,259 \text{ r}3</math> <b>OR</b> <math>207,259 \frac{3}{4}</math> <b>OR</b> 207,259.75</li> </ul> <p>Award <b>ONE</b> mark for:</p> <ul style="list-style-type: none"> <li>evidence of an appropriate method with more than one error.</li> </ul>	Up to 3m	<p>Answer need not be obtained or rounded for the award of <b>ONE</b> mark.</p> <p>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.</p> <p><b>TWO</b> marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p><b>ONE</b> mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error.</p>

## Preparing for SAT week

- Rest assured nothing is new in the week that the children haven't experienced before.

For example:

Classroom set up is started two weeks before so the children are used to their table and how it feels to be where they are.

Working through procedures of each morning routine - how will it feel and look like.

Answering questions which may arise so the children are confident and happy about the week.

We try to make it like any other day in Year 6.





# Supporting your child in preparing for the SATs

## Further tips:

- Keep up daily reading – this builds stamina! (and check reading material)
- Support your child with homework as it is designed to prepare them
- Go over key skills (times tables, real world mental maths as you are shopping or cooking)
- Avoid using past papers.
- If you're looking to support your child further at home, there are many useful resources online (BBC Bitesize)



# SATs week

## Tips:

- The weekend before relax and give your child time to go outside, reduce screen time and sleep well.
- Ensure they have a good nights sleep and breakfast the day of the tests so they will perform to best of their abilities
- Talk to us if you have any concerns



## Advice for Year 6 children

- Listen to your teachers
- Act on their advice
- School are here to support you and help you to do your best
- Remember always ask if you are unsure about your learning
- Get plenty of sleep and eat well, this will help you to be refreshed and ready
- Read all the questions carefully. This can help you to avoid simple errors
- Remember that the Year 6 SATs last for 4 days out of your whole life

Ending note: “Last year Winscombe achieved the best results in the entire trust and we were ranked 4<sup>th</sup> in the whole of North Somerset!”

